DOCUMENT RESUME

ED 450 219 CE 081 330

TITLE	K-12 Career Awareness & Development Sequence [with Appendices, Executive and Implementation Guide].
INSTITUTION	CareerTec, Freeport, IL.
SPONS AGENCY	Illinois State Board of Education, Springfield.
PUB DATE	2000-00-00
NOTE	217p.; Includes photocopies of newspapers, photographs and other material that may not copy well. Funded by a School-to-Work Opportunities Act grant. "A project funded by the Northwest Illinois Education to Careers Partnership."
AVAILABLE FROM	CareerTEC, P.O. Box 387, 501 E. South St., Freeport, IL 61032; Tel: 815-232-0709 or Tom Purple, Northwest Illinois Education to Careers Partnership Executive Director, Tel: 915-235-6141.
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Development; *Career Education; Career Exploration; Elementary Secondary Education; Instructional Materials; *Program Development; *Program Implementation; Statewide Planning
IDENTIFIERS	*Illinois

ABSTRACT

This packet includes four publications of a project to develop and pilot a K-12 career awareness and development sequence (CADS) for education-to-careers. The K-12 CADS sequence presents a pyramid of the recommended CADS by grade level; recommended career-cluster focus for grades K-8; suggestions for implementation with this information for each grade: career area focus, career development focus, and career awareness pyramid goals; classroom speakers and field trip matrixes by subject area; six supportive career awareness activities, with targeted grade level and subject area, local contact person, and description; a summary of curriculum materials and resources that are (1) being used in member schools, (2) new materials recommended for purchase, and (3) valuable resources for developing or enhancing curricula; and information on staff development. The appendices document contains a list of materials available to system schools, Illinois Career Development Guidelines, and sample curriculum materials. The executive summary document provides the CADS mission and rationale, CADS pyramid, and summary of the K-12 career and development sequence. The implementation guide contains sample materials and forms from a kindergarten healthy hobbies career day, Grade 5 millennium mall, Grade 6 career fair, junior high Career Explo (career exploration day), Grade 10 career fair, and K-8 career awareness forum. (YLB)

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K-12 Career Awareness & Development Sequence [with Appendices, Executive Summary, and Implementation Guide].

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K-12 Career Awareness & Development Sequence

A PROJECT FUNDED BY THE NORTHWEST ILLINOIS
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CareerTEC
CAREER AWARENESS AND DEVELOPMENT
K-12 SEQUENCE

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A copy of the Appendices is available upon request from Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC,* P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

A. Materials available to system schools with names of contact person
B. Illinois Career Development Guidelines
C. Samples of "How to" on CD
D. Samples of "Bridges.com"
E. Samples of Quad City Curriculum

IMPLEMENTATION GUIDE 31

A copy of the implementation Guide is provided for each school and is available upon request from Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC,* P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

A. Kindergarten Healthy Hobbies Career Day
B. Fifth Grade Millennium Mall
C. Sixth Grade Career Fair
D. Junior High Career Explo
E. Sophomore Career Fair
F. High School PLAN Day

Introduction

All students need an opportunity to make connections between their educational experience and how it relates to life outside of school. Career awareness and development activities in the classroom are not add-ons but are an integral component to meeting the Illinois Learning Standards. They emphasize learning across all learning areas and target 1) solving problems, 2) communicating, 3) using technology, 4) working on teams and 5) making connections between school and the adult world. The Illinois Learning Standards, page vi, states, "Workplace preparation is an important purpose of schooling. The standards incorporate knowledge and skills that will enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members and participants in our society."

This sequence, including a suggested career focus, materials and resources for each grade, is aligned with the National Career Development Competencies and will be especially helpful in implementation of School Improvement Plans. They are aligned with School Improvement Principles and Practices, and especially target Goal 1) Rigorous and relevant intellectual focus that meets high academic and real world standards for all students and Goal 2) Connections to community and work that assist students to develop skills, knowledge, and habits valued in the adult world through opportunities to apply knowledge to real problems and create products of value beyond the classroom.

The School-to-Work Opportunities Act was signed at the federal level in 1993. School-to-Work is known as Education-to-Careers in Illinois. Communities were challenged to develop systems and programs that established connections between school and work in three areas: 1) work-based learning, 2) school-based learning and 3) activities to connect the two.

In our area the Northwest Illinois Education-to-Careers (NWIETC) was established to support and facilitate activities building an Education-to-Careers system. During the 1999-2000 school year, the *CareerTEC* (Career and Technical Education Consortium) system received a grant to develop and pilot a K-12 Career Awareness and Development Sequence for Education-To-Careers that could be shared with other members.

A committee was formed to guide the initiative. Membership included representatives from most grade levels and all member schools. A Career Awareness Coordinator was hired to facilitate activities and sequence development. The Career Awareness Coordinator met with the staff in each school to inform them about Education-to-Careers and to enlist their support and participation in the program. The following actions were taken:

> A best practices search was conducted. Letters were sent across the state to Education For Employment System Directors and to individuals who were active in the ETC programs.
>
> Career awareness and development materials and resources were gathered from a variety of sources.
>
> The Career Awareness Committee began meeting in November with members for most grade levels and all the system member schools represented.

Introduction *(continued)*

Surveys were sent to all teachers to determine what they needed and how they were currently incorporating career awareness activities into their curriculum.

Survey results indicated overwhelmingly that teachers did not want a whole, separate curriculum developed. They preferred ideas, resources and materials that could be brought into the current curriculum.

Committee members began to review materials gathered from a variety of sources.

The Committee set their goal to develop a K-12 sequence that was comprehensive and would articulate into their already established curriculums.

The sequence would use materials that teachers were already familiar with as well as including new materials. New materials were tested by committee members and shared with fellow teachers in their building.

The committee chose to develop a sequence model and a list of: (a) Curriculum resources, (b) Materials resources, (c) Career focus by grade level, (d) Suggested supporting activities, e) Local champions or resource people who could be contacted. The resource lists will include: (1) resource/book title, (2) publisher, (3) grade level, (4) subject area, (5) narrative of content, (6) local resource person who has used the materials.

A Career Forum for Elementary teachers will be held. Local teachers will share what they are currently using to build career awareness (There are some great things going on out there!) with other teachers from the region. Teachers from all the ETC area schools will be invited to participate. This will allow teachers to collect ideas, see resources and talk to others before purchasing new materials.

This Career Awareness and Development Sequence is the result of the work of the committee. Pilot projects and activities were conducted to review materials, test resources and initiate activities. This information was used to build a sequence of learning that will assist students in building career development foundations. These foundations are important to help students make wise career choices throughout their lifetime.

For additional information about any of the programs in this guide, contact the *CareerTEC* office at 501 E. South Street, P.O. Box 387, Freeport, Illinois, 61032 or telephone (815) 232-0709.

Copies of the K-12 Career Awareness and Development Sequence, the Executive Summary and/or the complete Sequence with appendices are available to schools and businesses by contacting Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC*, P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

CareerTEC Member Schools

Our thanks to the following schools who participated in the pilot program - testing various activities, resources, and materials - that became the foundation for the sequence. A local contact person and their school building is listed throughout the sequence and references. The following numbers are provided for those who are interested in making contact with local educators who participated in the pilot program.

CareerTEC	815-232-0709
Dakota School District	
Dakota High School	815-449-2812
Dakota Junior High School	815-449-2812
Dakota Elementary	815-449-2852
Freeport School District	815-232-0300
Freeport High School	815-232-0400
Freeport Junior High	815-232-0500
Carl Sandburg Middle School	815-232-0340
Blackhawk Elementary School	815-232-0480
Center Elementary School	815-232-0380
Empire Elementary School	815-232-0380
Lincoln Douglas Elementary School	815-232-0370
Taylor Park Elementary School	815-232-0390
Jones Farrar Early Learning Center	815-232-0610
Pearl City School District	
Jr/Sr High School	815-443-2715
Pearl City Elementary	815-443-2715
Pecatonica School District	
Pecatonica High School	815-239-2611
Pecatonica Elementary K-8	815-239-2550
Aquin High School	815-235-3154

Acknowledgments

From the beginning the Career Awareness & Development Sequence has been a collaborative effort. The Sequence was developed by teachers and counselors of the *CareerTEC* system. It is intended for use by teachers, counselors and administrators. A committee, made up of representatives selected from a list of volunteers from each of the system schools, represented elementary, middle, junior and senior high school levels. The committee collected input from a wide range of resources including a survey of teacher needs, an inventory of current practices, interviews of fellow teachers, and field tests of resources. The sequence is the result of these efforts.

The committee members and other champions who contributed directly are:

Corey Albrecht	Pearl City Grade School
Kay Bach	Taylor Park Grade School-Freeport
Midge Tesch Bennett	Freeport Junior High School
Diane DeWitt	Freeport High School
Kim Earlenbaugh	Carl Sandburg Middle School - Freeport
Carol Elliott	Empire School Grade School- Freeport
Francis Fennel	Pecatonica Grade School
Diane Groves	Taylor Park Grade School - Freeport
Cindy Hansen	Dakota Grade School
Shirley Jordon	Empire Grade School - Freeport
Jennifer Kanosky	Freeport High School
Linda Lohmeier	Dakota Grade School
Jim Ross	Dakota Junior High School
Caroline Schramm	Carl Sandburg Middle School - Freeport
Mary Cay Thomalla	Taylor Park Grade School - Freeport
George Visel	Pearl City Schools
Pat Willging	ETC Coordinator
Karen Johnson	*CareerTEC* Director

Our thanks to them and to all who supported these efforts.

We are especially indebted to the members of the Education-to-Careers (ETC) Coordinating Council and Tom Purple, the Northwestern Illinois ETC Partnership Director for providing funding and support for this pilot project and the development of the K-12 Career Awareness and Development Sequence.

K-12 Career Awareness and Development Pyramid

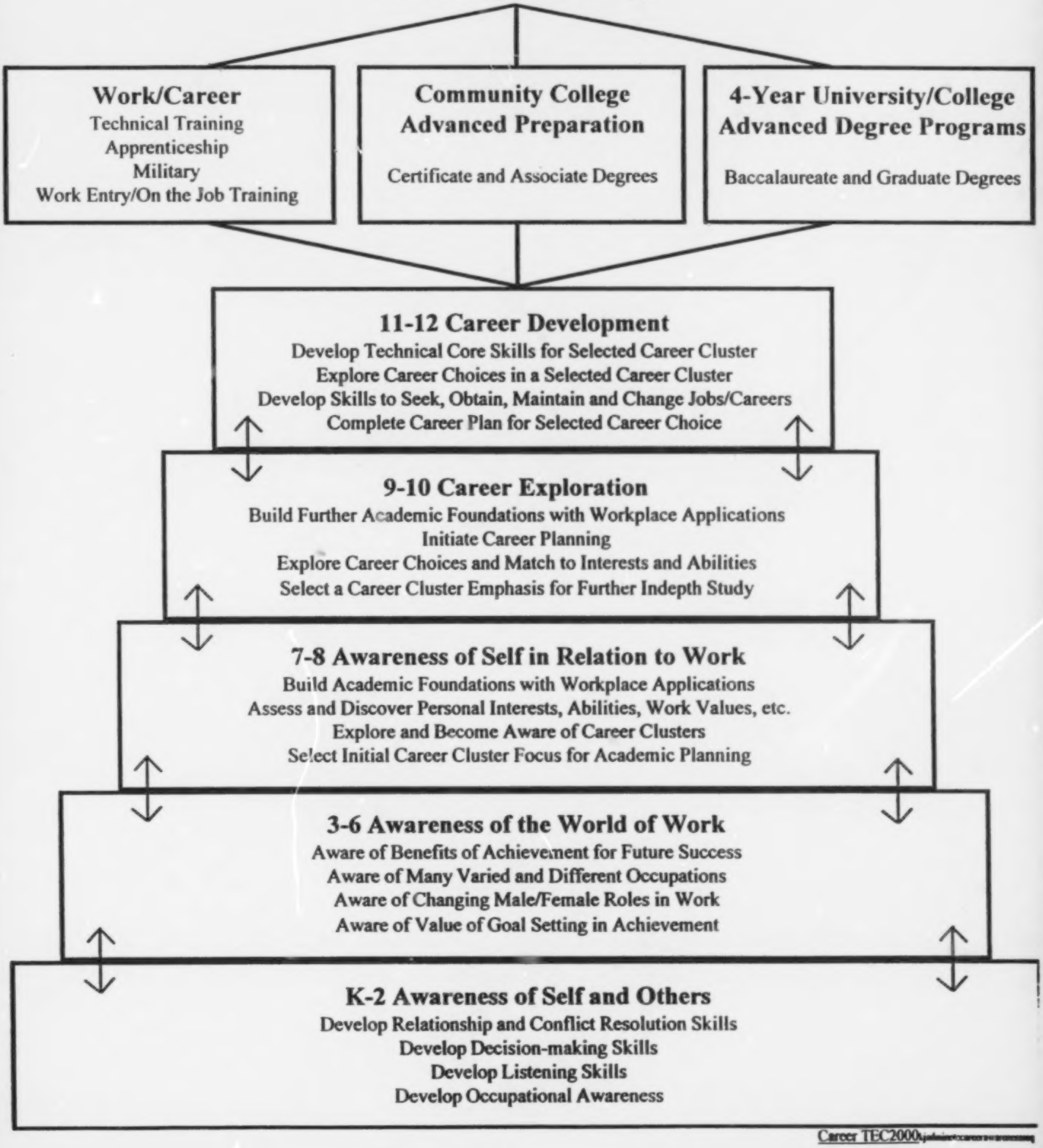
Students need age-appropriate career awareness and development activities to become productive citizens contributing to personal and societal economic well-being. The need for a plan that would guide learning activities that were sequential and would build upon previous career development foundations was expressed by a variety of sources throughout the business community and educational community. This plan would guide curriculum decisions and classroom activities. The following Career Awareness and Development Pyramid was developed to address this need. This pyramid shows the recommended *CareerTEC* Career Awareness and Development Sequence by grade level.

The central idea of the pyramid was to emphasize that each level builds upon the previous level and does not stand alone. Just as academics are taught to the students by methods and materials that are age appropriate at each developmental level, so do career awareness and development activities need to be age-appropriate at each developmental level. Skills at the base continue to be taught at the other levels. Each level builds upon foundations laid at previous levels. With this in mind, skills at the base of the pyramid are not only taught at the K-2 grade level but continue to be reinforced and expanded upon as the child develops. Each level targets a progressive developmental stage and specific area for understanding. This will enable the instructors to develop curriculum that is age appropriate without duplicating what has been done in the past. It provides sequential learning without duplication or gaps.

This pyramid is intended as a guide for career awareness and development, not as a mandate. Each teacher will have the freedom to use his/her own curriculum and expertise to present the concepts and information to the students. It is not the intention of this guide to be a separate curriculum but to provide ideas, references, and resources that may be useful to integrate career awareness and development into existing curriculum. This approach makes career awareness and development meaningful. It provides opportunities to enrich and enhance academic content through making connections with applications in students daily lives. Student awareness of opportunities for the future will be expanded.

CareerTEC

Career Awareness and Development Pyramid



Life-Long Learning

Work/Career
Technical Training
Apprenticeship
Military
Work Entry/On the Job Training

Community College
Advanced Preparation
Certificate and Associate Degrees

4-Year University/College
Advanced Degree Programs
Baccalaureate and Graduate Degrees

11-12 Career Development
Develop Technical Core Skills for Selected Career Cluster
Explore Career Choices in a Selected Career Cluster
Develop Skills to Seek, Obtain, Maintain and Change Jobs/Careers
Complete Career Plan for Selected Career Choice

9-10 Career Exploration
Build Further Academic Foundations with Workplace Applications
Initiate Career Planning
Explore Career Choices and Match to Interests and Abilities
Select a Career Cluster Emphasis for Further Indepth Study

7-8 Awareness of Self in Relation to Work
Build Academic Foundations with Workplace Applications
Assess and Discover Personal Interests, Abilities, Work Values, etc.
Explore and Become Aware of Career Clusters
Select Initial Career Cluster Focus for Academic Planning

3-6 Awareness of the World of Work
Aware of Benefits of Achievement for Future Success
Aware of Many Varied and Different Occupations
Aware of Changing Male/Female Roles in Work
Aware of Value of Goal Setting in Achievement

K-2 Awareness of Self and Others
Develop Relationship and Conflict Resolution Skills
Develop Decision-making Skills
Develop Listening Skills
Develop Occupational Awareness

Career TEC2000\[illegible]

Recommended Career-Cluster Focus for Grades K-8

A career-cluster focus was recommended to avoid duplication and gaps in student awareness of career choices to match their interests and abilities. This provides all students an opportunity to be exposed to each career-cluster. The committee selected a focus area for each grade level based on results of a survey of teachers in the pilot schools. This prevents duplication of field trips, activities, business speakers etc. at various grade levels. It also aids recruitment of business partners to support these activities.

To assist teachers in this goal, a list of speakers and field trips was developed for each career-cluster focus area for first through fourth grade. Teachers, of course, may continue their present career curriculum, but we will be assisting in establishing the career-cluster focus as identified. Fifth grade begins focus on making decisions between the clusters. The Millennium Mall is a system-wide supportive activity designed to support that effort. The focus on all clusters will continue with the Career Fair in sixth grade and the Career Explo in seventh and eighth. Seventh grade efforts will be speaker-based and the eighth grade focus is site-visits to area businesses.

Suggestions for Implementation

The career awareness and development programs and activities are most effective when they emerge from a unit of study covered in a particular class rather than as a separate or add-on curriculum. Most classroom activities and field trips can be enhanced and career awareness expanded by simply encouraging students to think about the careers of the people in the unit being studied or at the site being visited. Involve students in the process of learning about a career(s) through activities such as:

1. Connect career study to other classroom activities, i.e. writing assignments, field trips, problem solving, etc.

2. Select a career to be studied and speakers to be invited relating to a unit of study
   G. Write a letter of invitation
   H. Create a list of interview questions
   I. Assign students tasks to be completed during the class visit
   J. Investigate other sources for information about the career, i.e. internet, videos, etc.
   K. Write a follow-up "Thank You" note

3. Plan a field trip to relate to a unit of study and explore career options
   A. Since many volunteer presenters may be uncertain of how to present information to students, it is best to prepare the speaker for the class experience prior to the visit. Offer suggestions to the presenters about the focus, time and depth of the presentation that will best suit your students needs. During the presentation, help keep student questions focused. Provide or have the students develop a list of potential questions for the presenters and discuss them with the students.

Recommended Career-Cluster Focus for Grades K-8 (*continued*)

B. A field trip can focus on the activities or the people or both. How do people choose what they do for a career? Ask questions of the people at the work site. Possible question might be:
  1. Why did you choose the job you are doing?
  2. How did you prepare for it?
  3. How many people work at this site?
  4. What are the kinds of jobs that these people do?
  5. What are their responsibilities?
  6. How many types/variety of jobs have you had?
  7. What do you like about your job? What do you not like as well?

Recommended Career-Cluster Focus for Grades K-8 (continued)

"We live in a community"

Kindergarten builds awareness of self and others

First grade expands interpersonal relationships and conflict resolution

Second grade learns decision making skills

Kindergarten - Second Grade

Career Development Skills:	Develop relationship and conflict resolution skills Develop decision-making skills Develop listening skills Develop occupational awareness
Career Cluster Focus:	
Kindergarten	Agriculture, Human Services, Community Services
First Grade	Agriculture, Human Services, Community Services
Second Grade	Business, Marketing, Technology, Fine Arts, Communication
Supporting Services:	Guest Speakers Field Trips Career Awareness Integrated into Curriculum Kindergarten Healthy Hobbies Career Fair

Kindergarten

The selected ***career area focus*** for kindergarten and first grade is agriculture and human/community services. Possible field trips and speakers for the classroom include police department, fire department, city hall, courthouse, library, post office, nurseries, water and sewer plant, farms, and agricultural businesses. See the field trip and speaker matrix for additional ideas.

Awareness of self and others is the prime ***career development focus*** at the kindergarten level. Children become aware that people work and that it is important. They are usually aware that their parents and/or other members of their family work. Teachers expand student awareness of a variety of occupations by having parents come into the classroom to talk about their work.

Activities that are available to expand the awareness of careers for Kindergarten students include:
"Coin Climb" - (see program section), used in Freeport and Dakota.
"Healthy Hobby" day - (see supplementary activities), piloted for Freeport and Pearl City

At this level students also begin to develop the foundational skills to successfully get along with others in both the work and social environment. These skills include knowing how to relate well with others, knowing how to resolve differences and conflicts, being able to listen and communicate, and being able to make decisions.

Career Awareness Pyramid goals to be implemented during kindergarten-second grades:

1. Develop Relationship and Conflict Resolution Skills
2. Develop Decision-making Skills
3. Develop Listening Skills
4. Develop Occupational Awareness

Recommended Career-Cluster Focus for Grades K-8 (*continued*)

First Grade

The selected ***career area focus*** for first grade will continue awareness of agriculture occupations and human/community services introduced during kindergarten. Possible field trips and speakers for the classroom include police department, fire department, city hall, courthouse, library, post office, nurseries, water and sewer plant, farms, and agricultural businesses. See the field trip and speaker matrix for additional ideas.

Students will also continue the ***career development focus*** to expand and build the foundational skills of interpersonal skills, building positive relationships, resolving conflict and making decisions. They will become more aware of similarities and differences between themselves and others.

Career Awareness Pyramid goals to be implemented during kindergarten-second grades:

1. Develop Relationship and Conflict Resolution Skills
2. Develop Decision-making Skills
3. Develop Listening Skills
4. Develop Occupational Awareness

Second Grade

The selected ***career area focus*** for second grade is business, marketing, technology & fine arts. These might include field trips to banks, credit unions, insurance companies, printing companies, newspapers, art museums, music stores, etc. While visiting sites, students focus attention on the careers of the people who work there in addition to what the business or company does. Classroom speakers might include computer technician, accountant, teller, manager, small business owner, actuary, journalist, graphic artist, etc. See the field trip and speaker matrix for additional ideas.

The ***career development focus*** at the second grade level will be to continue to expand and build the foundational skills in the areas of self awareness, awareness of others, working well with others, and making decisions by recognizing and developing a variety of options and solutions to problems.

Career Awareness Pyramid goals to be implemented during kindergarten-second grades:

1. Develop Relationship and Conflict Resolution Skills
2. Develop Decision-making Skills
3. Develop Listening Skills
4. Develop Occupational Awareness

Recommended Career-Cluster Focus for Grades K-8 (*continued*)

"Goals are a Pathway to Achievement"

Third grade - achievement leads to success

Fourth grade - expanding male/female roles at work

Fifth grade - career choices affect lifestyles

Sixth grade - aware of career clusters

Third Grade-Sixth Grade

Career Development Skills:
Aware of benefits of achievement for future success
Aware of many varied and different occupations
Aware of changing male/female roles in work
Aware of value of goal setting in achievement

Career Cluster Focus:

Third Grade	Health Services
Fourth Grade	Construction Trades, Engineering Technology and Manufacturing
Fifth Grade	Exploring How Career Choices Affect Life Styles and Choices
Sixth Grade	Exploring Careers of Personal Interest

Supporting Services:
Guest Speakers
Fifth Grade Millennium Mall
Sixth Grade Career Fair
Career Awareness Integrated into Curriculum
Career Simulation Activities

Third Grade

The ***career area focus*** in the third grade is health services - The hospital is a community in itself, with managers, accountants, food service, technology support, housekeeping and more. Field trips to hospital departments, local clinics, dentist and pharmacies might be incorporated. Members of the health community could be invited as classroom speakers.

While the ***career development focus*** for third grade students will continue to add to the foundational skills developed during K-2, they will now be introduced to setting goals and recognizing the importance of achievement for future success.

Career Awareness Pyramid goals to be implemented during third-sixth grades:

1. Aware of Benefits of Achievement for Future Success
2. Aware of Many Varied and Different Occupations
3. Aware of Changing Male/Female Roles in Work
4. Aware of Value of Goal Setting in Achievement

Recommended Career-Cluster Focus for Grades K-8 *(continued)*

Fourth Grade

The ***career area focus*** in the fourth grade is Industrial and Engineering Technology. Field trip ideas include manufacturing companies (mechanical, industrial, household goods, foods, metals), architectural companies, auto dealerships, auto body shops, mechanics shops, etc. Speakers might include electrician, plumber, auto mechanic, tool and die person, draftsman, architect, draftsperson, engineer, carpenter, chemical technician for water treatment and many, many more. See the field trip and speaker matrix for additional ideas. Students are encouraged to explore and evaluate career availability, employment characteristics and educational requirements necessary for employment while on tours and listening to speakers.

The ***career development focus*** for fourth grade students will explore and become more aware of expanding male/female roles in the work world. Emphasis will be on defining job choices by interests and abilities rather than traditional gender occupations. How others can influence and determine our choices - actions, achievement, careers, etc. - will be examined.

Career Awareness Pyramid goals to be implemented during third-sixth grades:

1. Aware of Benefits of Achievement for Future Success
2. Aware of Many Varied and Different Occupations
3. Aware of Changing Male/Female Roles in Work
4. Aware of Value of Goal Setting in Achievement

Fifth Grade

In grades K-4, students have explored many different occupations and career choices in the major creer-clusters. The ***career area focus*** at grade five is now on providing opportunities for students to research and examine more closely those careers in which they have the most interest.

Student research into careers is facilitated through classroom activities and the "How To" CD (see materials resource list). The Millennium Mall is a system-wide activity (see supportive activities resource list) that is available. Supportive classroom activities build to a culminating simulation activity that is coordinated system-wide. By participating in the Millennium Mall, students have an opportunity to make career choices and see the economic results of those choices. (Some schools chose to have their sixth graders participate rather than fifth grade. This is acceptable as long as the school agrees to one participating grade level.)

Career development focus will encourage students to continue to build on the career awareness skills developed in K-4th grade. An emphasis will be placed on building an awareness of how the wide range of occupations and careers might match student's personal interests. The benefits of setting goals and achievement in school as a means for achieving those goals will be introduced.

Career Awareness Pyramid goals to be implemented during third-sixth grades:

1. Aware of Benefits of Achievement for Future Success
2. Aware of Many Varied and Different Occupations
3. Aware of Changing Male/Female Roles in Work
4. Aware of Value of Goal Setting in Achievement

Recommended Career-Cluster Focus for Grades K-8 (continued)

Sixth Grade

Career awareness focus continues to explore various aspects of the career-clusters, including how their choices affect their lives. Resources are available to assist students with their research of careers. Activities and resources available include the computer-based "Bridges" Internet program, the "How To...on CD" series (see materials resource list), the Real World Game, and the system-wide Sixth Grade Career Fair (see supporting activities list).

The Sixth Grade Career Fair is a system-wide activity (see supportive activities resource list). Students from each of the participating schools have an opportunity to select three or four people from a list of approximately 55 different careers. Students visit with these representatives to learn more about their specific career interest. Participants bring hands on activities representative of their career. (Some schools chose to have their fifth graders participate rather than sixth grade. This is acceptable as long as the school agrees to one participating grade level.)

Career Awareness Pyramid goals to be implemented during third-sixth grades:

1. Aware of Benefits of Achievement for Future Success
2. Aware of Many Varied and Different Occupations
3. Aware of Changing Male/Female Roles in Work
4. Aware of Value of Goal Setting in Achievement

"Matching Personal Interests and Career Clusters"

Seventh grade - Assess personal interests

Eighth grade - Match personal interests to career clusters

Seventh Grade - Eighth Grade

Career Development Skills:	Build academic foundations with workplace applications Assess personal interest, abilities, work values, etc. Explore and become aware of career clusters Select initial career cluster focus for academic planning
Career Cluster Focus:	
Seventh Grade	Assess Personal Interests
Eighth Grade	Match Personal Interests and Abilities to Career Clusters
Supporting Services:	Guest Speakers Career Portfolios Career Awareness Integrated into Curriculum Career Interest Inventories Career Explo and Construction Trades Career Expo

Seventh Grade

Career awareness focus for the seventh grade is to become aware of many types of careers and the application of today's math, English, science, and social skills in tomorrow's workplace. While building academic foundations teachers show students how these skills relate to actual applications in the world of work.

Recommended Career-Cluster Focus for Grades K-8 *(continued)*

Seventh Grade (continued)

Career development focus includes completing individual career assessments to determine matches between career-clusters and the personal interests and abilities of the students. Resources are available to assist students with their personal assessments and research of careers. Activities and resources available include the computer-based "Bridges" Internet program and the "How To...on CD" series and Countdown 9,8,7 (see materials resource list) .

In addition, Freeport Junior High piloted a Seventh/Eighth Grade Career Explo. This year-end culminating activity provided students 25 options from which to select three choices for a closer look at specific jobs and career choices. Students participated in three 40-minute sessions that included employee presentations and hands-on activities that provided a closer look at specific jobs.

Career Awareness Pyramid goals to be implemented during seventh-eighth grades:

1. Build academic foundations with workplace applications
2. Assess and discover personal interest, abilities, work values, etc.
3. Explore and become aware of career-clusters
4. Select initial career-cluster focus for academic planning

Eighth Grade

The eighth grade ***career awareness focus*** continues to build awareness of many differenct types of careers with solid academic foundations and how today's math, English, science, and social skills apply in tomorrow's workplace. Teachers continue to show students how these skills relate to actual applications in the world of work.

The ***career development focus*** supports student exploration of matches between the career-clusters and their personal interests and abilities. By the end of the eighth grade students identify a career-cluster on which to focus their future academic planning and in-depth career research. Resources are available to assist students with their personal assessments and research of careers. Activities and resources available include the computer-based "Bridges" Internet program and the "How To...on CD" series, and Countdown 9,8,7 (see materials resource list) .

Eighth grade students at Freeport Junior High also participated in the piloted Career Explo. Students selected and visited one or two job sites out of a possible 20 options. During the three hour event students got a closer look at specific jobs in the context of the workplace.

Students interested in the construction trades industries also have an opportunity to attend the Trades Expo in Rockford conducted by the Construction Trade Unions. Students participated in hands-on activities in areas such as brick layer, electrician, plumber, carpenter, etc.

Career Awareness Pyramid goals to be implemented during seventh-eighth grades:

1. Build academic foundations with workplace applications
2. Assess and discover personal interest, abilities, work values, etc.
3. Explore and become aware of career-clusters
4. Select initial career-cluster focus for academic planning

Classroom Speakers Matrix by Subject Area

Examples of classroom career speakers that support the career-cluster focus

Grade level	**Reading**	**Math**	**Science**	**Social Science**	**PE**	**Art/Communications**	**Tech**
Kindergarten-First Grade *Focus:* *Human Services & Agriculture*	Mayor City Council	Dog Groomer Pizza Maker Chef Landscaper	Nursery/Greenhouse Farmer Veterinary	Fire Fighter Police Office	Park District Activity Director	Mail Carrier, Lawyer Flight Attendant 911 Dispatcher	Librarian
Second Grade *Focus:* *Business* *Marketing* *Technology* *Fine Arts* *Communication*	Poet Real Estate Agent Author Newspaper Journalist	Bank Teller Loan Officer Set Designer Picture Framer	Photographer Weatherman Farmer Picture Framer	Insurance Agent Music Director, Conductor	Dancer Park Director Entertainment Coordinator	Manager Principal Receptionist Historian Historical Society	Graphic Artist Sales Personnel
Third Grade *Focus* *Health Services*	Psychologist Social Worker	Chemist Pharmacist Lab Tech	Doctor Nurse Oral Hygienist Dentist Dietician Food Inspector	Occupational Therapy EMT Respiratory Therapy	Massage Therapist Chiropractor Coach Sports Fitness Personal Trainer	Speech Pathologist Audiologist Eye Doctor Veterinarian	Lab Tech Radiologist Xray Technician
Fourth Grade *Focus:* *Industrial Engineering* *Technology* *Manufacturing*	Legal Secretary Computer Programmer	Construction Trades (i.e.) Plumber Engineer Tool & Die Maker Architect Electrician	Water & Sewer Treatment Chemical Technician Agronomist	Mortician Truck Driver Armored Truck Driver Pilot	Cruise Specialist	Tour Guide Travel Agent	Computer-Aided Drafting Computer Programmer Networking Specialist Repair Technician

Field Trip Matrix by Subject Area

Examples for field trips that support the career-cluster focus

Grade level	Reading	Math	Science	Social Science	PE	Art/Communications	Tech
Kindergarten-First Grade *Focus:* *Human Services & Agriculture*	Library City Council	Greenhouse Landscaping Restaurant	Farm (Dairy, Beef, Grain) Apple Orchard Cheese Plant Grain Elevator Nursery Greenhouse	Fire Station Police Station Post Office	Park District YMCA/YWCA	Radio/TV Station Art Museum Courtroom	Supermarket
Second Grade *Focus:* *Business* *Marketing* *Technology* *Fine Arts* *Communication*	Newspaper	Bank Credit Union Theater	Photographer Studio Painters Studio	Insurance Company	Dance Studio Fitness Salon	Play	Graphic Arts Studio/Program
Third Grade *Focus:* *Health Services*	Mental Health Facility	Mental Health Facility	Hospital	Clinic Humane Society	Dentist Office	Chiropractor Office	Computer Department
Fourth Grade *Focus:* *Industrial Engineering* *Technology* *Manufacturing*	Manufacturing Facility Computer Company	Manufacturing Plant-Production Floor	Water Treatment Plant Accountant	Human Resources Departments and Other Offices Airport			

Supportive Career Awareness Activities

Several supporting activities were piloted for each of the grade levels to support the sequence focus and emphasis. These activities were to encourage cooperative activities between teachers, classrooms, and schools that enable teachers to enrich career awareness in their curriculum while sharing work and resources. The following activities have been incorporated into the sequence with a targeted grade level indicated so that all students may benefit from the activities without duplication or gaps. Further details for implementation of the following activities are included in the appendices.

1. Kindergarten "Healthy Hobbies Career Day"

Targeted Grade level:	Kindergarten
Targeted Subject Area:	All Curriculum Areas
Local Resources/Contact Person:	Pat Willging - ETC coordinator, *CareerTEC*

The *Healthy Hobbies Career Day* invited people with hobbies to share their hobby with small groups of students (6 or less). Many of the presenters also use their hobby as a vocation or avocation. A variety of experiences were available, for example: Physically active hobbies - line dancing, aerobics, golf, sports and hands-on hobbies/activities - crafts, cooking, photography, stamping, clowning and grooming. Students had the opportunity to visit four stations (1/2 hour at each station) out of 30 options (the number of options available was determined by the total number of students participating and the number of stations needed to accommodate them). See appendix for samples of materials used for the day.

Representatives from the Freeport Park District, YMCA, University of Illinois Home Extension, Martin Luther King Safe Coalition, and the Freeport Public Library , served as the planning committee and assisted CareerTEC with organizing the event. Presenters were scheduled to come ½ hour before the activity began. The ½ day was broken into 4 sessions, 30 minutes each. Because we conducted the event in the spring, the planning committee members also provided information about their upcoming summer activities. This was an excellent way for them to promote their activities.

In addition to the hobby sessions the Police Department also sent an officer to talk about bicycle safety after the other four sessions were completed. The Touch-A-Truck activity involved a variety of trucks parked in front of the school. Students got to see the inside of an ambulance, fire truck, garbage truck, police car, limousine, back hoe, and dump truck.

Parents were invited to join in the day and given the option of presenting their hobby or providing supervision of a group and support for presenters. Volunteers may be needed to help with the younger students for this activity. Students were asked before the day to tell about their skills and list 3 things they do well. After the activity students are encouraged to explain how important it is to try new things, talk about the hobby they saw and what they found out about that particular hobby. Cost for the program is minimal, mailings, materials for crafts and busing if needed.

Supportive Career Awareness Activities (*continued*)

2. Fifth Grade "Millennium Mall"

Targeted Grade Level: Fifth grade (A school may change the grade level to participate, as long as it is consistent throughout the school)
Targeted Subject Area: Comprehensive
Source: "Reality Store was visited at Flynn Middle School in Rockford, Il.
"Make it Real" game was integrated
"Newspaper in Education"
Local Contact Person who has used the materials:
Kim Earlenbaugh - 5th grade teacher, Carl Sandburg Middle School
Anna Bose - 5th grade teacher, Carl Sandburg Middle School
Melinda Fruth - 5th grade teacher, Carl Sandburg Middle School
Cindy Hansen - 6th grade - Dakota Elementary School

The Millennium Mall is a simulation activity reflecting life choices ranging from career decisions to economic choices every adult must make. Students prepared for the day by exploring a variety of career information and resources. The Millennium Mall was staged for approximately 420 5th and 6th grade students from Freeport District #145, Carl Sandburg Middle School and Dakota District #201. Seven 2 ½ hour sessions were conducted over a period of four days to accommodate all students.

The Mall takes the form a giant board game. The Highland College Conference Center was turned into a maze of occupational and life choices. Each student was given a career, income, martial status, children, etc., based on choices they made during a career-gender equity unit at their home school classes. Upon arrival at the mall the students were transformed into 25 year old young adults and received identity papers that showed whether they had spouses or children to include in their financial plans.

Students traveled from store to store making important financial decisions. Students visited 12-15 stores or booths with names such as Show-Me-The-Money City Bank, Homes-R-Us Realtors , Freeport Fix-A-Doc, Fill-The-Fridge Food Market, Wee-Care Day Care and Here-4-U Insurance Company. Each encounter with the personnel at the store required some type of transaction. As they shopped for housing, food, clothing, transportation, insurance and entertainment, they kept a running balance in their check books. If they over-spent they returned to various stores and renegotiated their purchases. To exit the mall successfully they had to be financially in the black. Each student successfully exiting the mall was given a pair of sun glasses to look at their "Your Future is so Bright" certificate of completion.

Each participating classroom did preparation for the day by including career studies throughout their curriculum during the year. To be eligible to participate the teacher of the class served on the planning committee and assisted with development of at least one booth.

Volunteers were recruited to man each of the booths or stations. Volunteers included business partners, parents and senior citizens from the seniors volunteer group in the community. Volunteers were asked to come one hour early for training. Donations from local businesses provided checkbooks for each participating student and materials for developing and setting up the booths.

Students responded with enthusiasm to the day. Positive feedback was received from participants, students, teachers and parents.

Supportive Career Awareness Activities *(continued)*

3. Sixth Grade Career Fair

Targeted Grade Level:	Sixth grade (A school may change the grade level to participate, as long as it is consistent throughout the school)
Targeted Subject Area:	Comprehensive
Local Contact Person:	Pat Willging - ETC coordinator, *CareerTEC*

Area business, professional, governmental and blue collar workers are invited to share on a personal level with small groups of students about their careers. Each student talks to at least four workers about their careers - how they choose that career, how they prepared for their career, etc. Workers are encouraged to bring materials/equipment that from their careers for visuals and hands-on activities.

Early contact should be made with area businesses, professional people and blue collar workers to give adequate time for employees and owners to make arrangements to participate. Presenters talk to small groups of 5-6 students for 15 minutes. Before the Career Fair students select their top six areas of interest from a list of approximately 55 career choices. Students receive the number of their assigned speaker (according to interest) just before they arrive at the Career Fair. The area to be used for the program should be large enough to allow easy movement from station to station. Small groups of students (5-6) is best for interaction with presenter, preferably at a table across from each other.

Prior preparation for students includes:

- Present student with a list of careers that will be available
- Explanation of career choices available to visit. Briefly tie to their interests and the requirements of the career (exp. Accountant - like math and detail)
- Let them know they are not choosing a career but exploring possibilities.
- Have students select 4 - 6 possibilities from the list of presenters. You can then develop a schedule for each to follow. This provides structure for their movement throughout the session. This needs to be completed at least one week before the event.
- Provide a list of possible general questions (salary, opportunities, education needed etc.) for students to ask presenters. (This list should also be provided to the presenters ahead of time)
- Each session should be about 15 minutes in length, depending on the time you allot. Students should see at least 4 careers. Scheduling should be done by one person to control student numbers with presenters.
- Each presenter is assigned a number that is prominently displayed in the center of the table so that students can easily identify them and go to their assigned table.

Follow-up activities that make the experience more meaningful for students might include:

- Write a paper about careers,
- Participate in group discussions,
- Give oral reports on careers,
- Write a thank you to presenter(s) they visited,
- Conduct an evaluation of students, presenters, teachers. These can be short but informative.

The Career Fair that was held the spring of 2000 had 700 students participating from all of our system schools (21 classes of 6th graders and 4 classes of 5th graders.) Evaluation from presenters, students and teachers was very positive. Cost for the program includes mailings, food for presenters (because we had so many sessions) and transportation to the site.

Supportive Career Awareness Activities (*continued*)

4. Junior High Career Explo

Targeted Grade Level:	Junior High - 7th & 8th grade
Targeted Subject Area:	Comprehensive
Local Contact Person:	Midge Bennett, Counselor, Freeport Junior High Pat Willging - ETC coordinator, *CareerTEC*

Career Explo was held at Freeport Junior High for the first time on May 5, 2000. Career Explo served as an all-school culmination of the various individual academic team's emphasis on careers. Throughout the 1999-2000 school year, the academic teams provided their students with ways to become aware of many types of careers and the application of today's math, English, science, and social studies skills in tomorrow's workplace.

Career Explo was developed to give students a closer look at specific jobs, with awareness and exploration of the career-clusters a major focus. About 360 seventh graders (5-15 per group) attended three 40 minute presentations by a variety of speakers who came to the Junior High. This was done on a half-day school day. Students selected their top five choices from a list of over 25 options, and each student was allowed to "X" one option that he/she definitely had no interest in learning about.

At the eighth grade, the emphasis shifted from being in the building to going to a job site. Students were again given the opportunity to select their top three choices from a list of approximately 20 options.

To plan for Career Explo, a committee of eight staff members began meeting and planning in September, 1999. Names of businesses were gathered in the fall and early winter, letters were sent in the winter to invite them to participate, charter buses were scheduled in the early spring to transport the eighth grade students to tour sites and student scheduling was done end of April. Even though it was very time-consuming the last weeks before May 5, the positive and encouraging responses of the students, presenters, and staff were well worth the effort.

To replicate Career Explo, costs included charter buses (regular school buses were not available on short school days) and the printing and mailing of initial letters, confirmation letters, acknowledgment of thanks and evaluation forms by presenters.

5. Sophomore Career Area

Targeted Grade Level:	10th grade
Targeted Subject Area:	Comprehensive
Local Contact Person:	Elizabeth Hazzard, CareerTEC Workbased Learning Coordinator

CareerTEC conducts a Career Fair for High School Sophomores to help students to continue an indepth exploration of their career interests. Over 650 students from area high schools attend the fair.

Supportive Career Awareness Activities *(continued)*

5. Sophomore Career Area *(continued)*

Students participate in four sessions organized around occupational career-clusters in the areas of health, social services, engineering/manufacuring/construction trades, and business/finance. Representatives from each of these occupational clusters talk to students about their careers. Students also receive information about work-based learning opportunities that are available during their Junior and Senior year. Meetings are held with the students prior to the fair to help them individually discover areas of career interests.

Over 100 presenters representing businesses, professions and trades from the area give their time and expertise to help these young people become better informed about their future choices.

6. High School PLAN Day

Targeted Grade Level: High School
Targeted Subject Area: Comprehensive - all students
Local Contact Person: Jennifer Kanosky, Counselor, Freeport High School
Fred Klipp, Counselor, Freeport High School

Freeport High School conducts an all-school event that is designed to provide meaningful career activities for each grade level with 100% of the student body participating. The grade level activities for 1999 were as follows:

9th Grade — Students participated in three activities:

1. Career Interest Inventory
2. Horizons Computer Career Information Systems overview
3. Job Skills workshop

10th Grade — Students took the PLAN Test (ACT) in classroom settings. Cost of the test was paid by the school district.

11th Grade — Students chose from the following options:

1. Preliminary Scholastic Aptitude Test
2. Armed Services Vocational Assessment Battery (ASVAB)
3. Career Workshops - "Get on the Path", "Get Ready, Get Set, Get Hired"

12th Grade — Students chose from the following options:

1. College visits (arrangements and transportation provided):
    A. Highland Community College
    B. University of Wisconsin at Platteville
    C. Northern Illinois University
    D. Illinois State University
    E. Augustana College
    F. College of choice (arranged on own)
2. Armed Services Vocational Assessment Battery tests (ASVAB)

Curriculum Materials & Resources

Committee members reviewed and tested many resources. A summary of the resources 1) that are currently being used in member schools, 2) that are new materials that the committee recommended purchasing system-wide, and/or 3) that serve as valuable resources in developing or enhancing classroom curriculum, follows. These and others were purchased from a variety of sources by individual schools. Those that are now available to system teachers are located in various schools - Coin Climb in Freeport & Dakota; Bridges in Freeport; Second Step in Freeport K-9 & Pecatonica.

The appendices also include a list of materials and resources that individual teachers indicated they are currently using in their classrooms. Detailed information is not available on all of these materials, but you may get additional information by contacting the teacher or school who recommended the materials. The names of contact people and/or the schools have been listed with the material/resources summaries. Phone numbers are listed at the beginning of the sequence in the introduction section. In addition to these lists, there are many other valuable resources available to classroom teachers. All teachers are encouraged to add to this list and expand the resources used to implement this sequence.

All system schools have "How To . . .on CD" and "Walkabout Series" in their school districts. A library of books and programs in the *CareerTEC* office that may be checked out for use in the classrooms has been created. Materials such as CAPS, the Quad-City Developmental Education Curriculum, as well as many other materials are available to be checked out from the *CareerTEC* office. We have enclosed a listing of materials in the appendices including information that is available to-date. Some of the programs have already been circulated and implemented in schools.

It is important to note that these materials are not intended to be add-ons to the curriculum but are intended to serve as a resource to add depth to current curriculum by making connections between academic schooling and real world applications and choices. This is an integral part of the Illinois Learning Standards. These materials and resources are aligned with the National Career Development Competencies and will be especially helpful in implementation of School Improvement Plans. They also are aligned with School Improvement Principles and Practices, and especially Goal 1) Rigorous and relevant intellectual focus for all students that meets high academic and real world standards and Goal 2) Connections to community and work - Students develop skills, knowledge, and habits valued in the adult world through opportunities to apply knowledge to real problems and create products of value beyond the classroom.

I. Comprehensive Career Development Curriculum

1. *Quad City/Tri County Developmental Education Curriculum K-12*

Targeted Grade Level:	K-12, Separate ring-binder notebook for each grade level
Targeted Subject:	Comprehensive, Appropriate for all subjects
Source:	Quad City/Tri County VoTech Region Attn: Kathie J. Owens 1275 42nd Avenue East Moline, IL 61244-4100 Phone: (309)752-1697

Curriculum Materials & Resources (*continued*)

1. *Quad City/Tri County Developmental Education Curriculum K-12* (*continued*)

Local Contact Person:	Jennifer Kanosky, Counselor, Freeport High School Marcia Smith, Counselor, Dakota High School Mary Cay Thomalla, 1st Grade Teacher, Taylor Park Elementary School Pat Willging, Career Awareness Coordinator, *CareerTEC*

This K-12 career development curriculum model is a blueprint for planning, designing, implementing and evaluating a comprehensive career developmental education program. It can be used as an integral part of existing classroom curriculum or as an independent component of the education experience. It includes a life skills curriculum aimed at helping students develop skills to live healthful productive lives. This curriculum is based on the National Career Development Competencies and closely aligned with the School Improvement Principles and Practices.

Sample lessons from the curriculum are included in the appendices for preview.

2. *Second Step*

Targeted Grade Level:	K-9
Targeted Subject:	Comprehensive. Meets Illinois Standards for Social Studies.
Source:	Committee for Children 203 Airport Way South, Suite 500, Seattle, WA 98134 Phone: (800)634-4449
Local Contact Person:	Julie Asche, Kindergarten Teacher. Jones Farrar Early Learning Center Midge Bennett, Counselor, Freeport Junior high Diane Grove, 3rd Grade Teacher, Taylor Park Liz Himes, Counselor, Pecatonica Elementary School Pat Willging, Career Awareness Coordinator, *CareerTEC*

Second Step is a program for schools and families to use to encourage children to get along well with others. The program teaches students to think about the feelings of others, to solve problems cooperatively and to mange their anger in a positive way.

The kits target various grade levels. The kits are developed for grades Pre-K, 1-3, 4-5, and Level 1, Level 2, Level 3 binders for middle school and junior high. Pre-5th grade have 11x17 picture cards with lesson information on the back. Level 1-3 binders include lessons plans and pictures. Lessons integrate into existing curriculum very well.

This curriculum is aligned with the National Career Development Competencies and School Improvement Principles and Practices.

Curriculum Materials & Resources (*continued*)

II. Career Awareness and Development Programs

1. *How To. . . on CD*

Targeted Grade Level: Kindergarten-12
Targeted Subject: Math, Reading, Social Studies, Language Arts and more
Source: Career Development System
5225 Verona Road Building #3, Madison, WI 53711
Phone: (888)237-9297
Local Contact Person: Jennifer Kanosky, Counselor, Freeport High School
Midge Bennett, Counselor, Freeport Junior High School
Caroline Schramm, Resource, Carl Sandburg Middle School
Pat Willging, Career Awareness Coordinator, *CareerTEC*

How To. . .on CD is a computer-based program that has activities that contain specific objectives designed to help integrate career development in the K-12 curriculum. The CD ROM program includes over 250 lesson plans, 175 resource activities and 175 student-work activities. The program was developed by classroom teachers and counselors with activities keyed to the National Career Development Competencies and the SCANS (Secretary's Commission on National Skills) skills. Each student-centered lesson includes a detailed plan for teacher and student activities that are based in the real world and support higher order thinking skills. Creative suggestions for curriculum integration, related school and home activity-sequenced lessons and lesson adaptations for students with special needs are also included in each lesson. The "How To . . on CD" program offers a customized addition linking it to the Illinois Learning Standards and will meet the core School Improvement Principles and Practices. Sample lessons from the curriculum are included in the appendices.

2. *CAPS (Career Awareness Packets)*

Targeted Grade Level: Kindergarten-6
Targeted Subject: Reading, Social Studies, Science, Math
Source: The Story Book Station
6909 West Hepner Road STEB-7
Oklahoma City, OK 73162
Phone (405)840-2287
Local Contact Person: Mary Cay Thomalla, 1st Grade Teacher, Taylor Park School
Diane Groves, 3rd Grade Teacher, Taylor Park School
Linda Lohmeier, 2nd Grade, Dakota Elementary
Julie Asche - Kindergarten, Jones Farrar Early Leaning Center
Pat Willging, Career Awareness Coordinator, *CareerTEC*

Each *Career Awareness Packet* (CAP) includes recently published literature that focuses on a specific career. A teachers guide includes a book summary, career background information, lesson plans for simple activities, related reading lists, and resources. Each unit applies the National Career Development Guidelines to the activities. The activities stress and encourage

Curriculum Materials & Resources *(continued)*

2. CAPS (Career Awareness Packets) *(continued)*

strong academic foundations to align with the core principles of school improvement. The focused careers are selected from six career-clusters:

1) Health,
2) Industrial/Engineering/Technical
3) Business/Marketing/Computer
4) Natural Science
5) Social Science
6) Fine Arts/Communications

3. *Walkabout Videos*

Targeted Grade Level: Kindergarten -12,
Targeted Subject: Math, Science and Language Arts
Source: Enter Here L.L.C.
1620 Central Street
Evanston, IL 60201
Phone (800)577-2271
Local Contact Person: Kim Earlenbaugh, 5th Grade Teacher, Carl Sandburg Middle School
Pat Willging, Career Awareness Coordinator, *CareerTEC*

The *Walkabout Series* of curriculum-based videos develops bridges between the world of work and the world of the classroom. As the students move through their elementary and high school education, the successful journey includes exploration, discovery and increased understanding about careers. The Walkabout series helps fuel students desire to explore careers and helps to answer the question, "Why Science?", "Why Math?" Each series focuses on the curriculum areas of math, science and language arts and how they are applied to the world of work. Each of the four Walkabout video series is targeted to specific grade levels, K-2, 3-5, 6-8 and 9-12. Videos are about 15 minutes in length. This series is developmentally sound and incorporates many components of the National Career Development Competencies and School Improvement Principals and Practices.

4. *Coin Climb I & II*

Targeted Grade level: Kindergarten - 4
Targeted Subject: Curriculum Areas for 1- 4
Source: Coin Educational Products
3361 Executive Parkway Suite 302
Toledo OH 43606
Phone: (800) 274-8515 www.coinexp.com
Local Contact Person who has used the materials:
Kay Bach - 4th Grade teacher, Taylor Park
Sue Youngblut - Kindergarten teacher, Jones Farrar Early Learning Center
Linda Lohmeier - 2nd Grade teacher, Dakota Elementary
Pat Willging, Career Awareness Coordinator, *CareerTEC*

Coin Climb I is a (K-2 or Special Needs Students) Computer game based in Career Awareness and Exploration Program. The fully interactive program presents 35 occupations in real time

Curriculum Materials & Resources *(continued)*

4. *Coin Climb I & II* *(continued)*

video-career and introduces the 7 career-clusters. Tic Tac Know- challenges students to answer multiple choice questions on job characteristics. There are printable certificates for accountability purposes and for students to show off their accomplishments.

Coin Climb II (3& 4 grade) A Career Exploration program which is presented through: (5) curriculum areas streamlined into activities using curriculum skills related to job tasks (7) career-clusters and (35) occupations, all different from Climb I, Tic-Tac-Know or the "Movie Theater". Climb II has been designed with curriculum flexability. Chose the option you want, group students in a way you desire. Focus students on one curriculum area or focus student on one career-cluster. There is limited access to Tic-Tac-Know and the movie theater until curriculum activities are completed. You can review (1)student progress whenever you wish (2)each student record contains the number of attempts to get the right answer (3)print a group report. Operates on networks or stand alone computers from CD. Both Coin Climb I & II are based on National Career Development Competencies and aligned with the School Improvement Principles and Practices.

5. *Bridges CD Online*

Targeted Grade level: 5-12
Targeted Subject: Reading Language Math, Science, Art
Source: Bridges.com
78-1404 Hunterr Court
British Columbia, Canada VIX6I6
Phone: (250) 862-8722 (800) 281-1168
eminfo@bridges.com
Local Contact Person: Midge Bennett - Freeport Junior High
Pat Willging, Career Awareness Coordinator, *CareerTEC*

Bridges CD Online is a comprehensive online career development system for Middle School, Jr. High, and High School. It provides easy-to-use tools in the areas of awareness, exploration, planning and transition. Daily career news updates, inventories, and college information along with thousands of original articles on everything from life skills to careers are accessible in an easy to use database. CD online also provides instructional tools, lesson plans and web links all designed to help educators teach career information throughout the curriculum. CD online research and publish their own content using official government data, information from professional associations, insights from those actually working in each field. Every article is written and presented in magazine style that is fun and easy to read, with colorful graphics, activities and contents. Daily published features find new and updated articles everyday -- over 1000 a year. National Career Development Competencies and School Improvement Guidelines are met with this program. Sample lessons from the curriculum are included in the appendices for preview.

Curriculum Materials & Resources (*continued*)

6. *Countdown 9,8,7 Occupation*

Targeted Grade Level: 6-12
Targeted Subjects: Reading, Language, Math, Science, Art
Source: Horizons
217 East Monroe Suite 203
Springfield, IL 62706
Phone (217)785-0789
email address: ioicc@ioicc.state.il.us
Also available through the JIST catalogue
Local Contact person who has used materials:
Cindy Hansen - 6th grade teacher, Dakota Elementary

Countdown 9,8,7 is an informational career CD which includes an interest survey and career information divided by cluster and occupation. This is a good source for career research activities. Each job has a description of its typical duties followed by what skills, interests and abilities are needed, what preparation is required, and which high school subjects are required.

Staff Development

Local Contact Person: Pat Willging - ETC coordinator - *CareerTEC*

Staff Development is an integral aspect of any program. It needs to be available on an on-going basis to update staff on materials and resources available to them for integrating career awareness and development into current curriculum. Staff will find it easier to incorporate career awareness into their curriculum when they are familiar and comfortable with the materials and aware of the available resources. Ideally new staff should be introduced to the K-12 Career Awareness and Development Sequence during fall orientation with follow-up throughout the school year. In addition, the following staff development activities are available.

Career Forum: Teachers are recruited to share what they are doing at different grade levels for career awareness and programing. There are also break-out sessions for an in depth interchange between presenters and participants. Attending teachers and presenters were provided a consultant fee and drawings were held to give those in attendance monetary amounts to support Education to Career related materials in their classroom. Vendors are also invited to participate. This year (our second year) participating vendors increased 50% and teacher participation was up 65%. All Northwest Illinois Education to Career schools were invited to participate.

Bridges : Training for the computerized Bridges program was held at the Junior High. It included two hours of training on how to use this computer-based career awareness and education program. The program is currently located at Carl Sandburg and Freeport Junior High.

How to —-on CD: Training for High School Staff and Junior High Counselors was held during a school inservice day. More training will be available to system staff at a later date.

Additional Resources

An appendices and an implementation guide are available to assist with implementation of the K-12 Career Awareness Sequence. Each contains the following:

APPENDICES

A copy of the Appendices is available upon request from Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC,* P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

A. Materials available to system schools with the name of contact person
B. Illinois Career Development Guidelines
C. Samples of Quad City Curriculum
D. Samples of "How to" on CD
E. Samples of "Bridges.com"

IMPLEMENTATION GUIDE

A copy of the implementation Guide is provided for each school and is available upon request from Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC,* P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

A. Kindergarten Healthy Hobbies Career Day
B. Fifth Grade Millennium Mall
C. Sixth Grade Career Fair
D. Junior High Career Explo
E. Sophomore Career Fair
F. High School PLAN Day

Career and Technical Education Consortium
501 East South Street P.O. Box 387
Freeport, Illinois 61032
Karen Johnson, System Director
Pat Willging, Career Awareness Coordinator

Northwest Illinois Education to Careers
2998 W. Pearl City Road
Freeport, IL 61032
Thomas Purple, NWIL ETC Director

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Printed by the Authority of the State of Illinois
October 1996 3M Project No. 96-030035-08-080-7230-61

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K-12
Career Awareness
&
Development
Sequence

Appendices

A PROJECT FUNDED BY THE NORTHWEST ILLINOIS
EDUCATION TO CAREERS PARTNERSHIP

Development Facilitated by

CAREERTEC
CREATING FUTURES
P.O. Box 387
Freeport, Illinois 61032
(815) 232-0709

BEST COPY AVAILABLE

CareerTEC

CAREER AWARENESS AND DEVELOPMENT
K-12 SEQUENCE

APPENDICES

A. Materials available to system schools with names of contact person

B. Illinois Career Development Guidelines

C. Samples of "How to" on CD

D. Samples of "Bridges.com"

E. Samples of Quad City Curriculum

A copy of the implementation Guide is provided for each school and is available upon request from:

Tom Purple
ETC Director
Highland College
Freeport, IL 61032
Phone: 915-235-6141, Ext. 3609

or

CareerTEC,
P.O. Box 387
501 E. South St
Freeport, IL 61032
Phone 815-232-0709.

A

Materials Available & Contacts

Career Awareness Materials
Freeport Junior High School

New in 1999

1. Videos on careers using science, math and language arts for grades 6-8. Each video is 14 minutes in length. "Walkabouts" from Enter Here.

2. 10 Copies of Portfolio Power— a workbook that describes how to compile a career portfolio

3. A 19 minute video on "Options After High School" from Meridian

4. "Exploring the World of Work"--CD

5. Veio on "Succeeding on the Job" about 12 minutes in length

6. Book on Job Search Tactics

7. Personal and Career Awareness curriculum from St. Louis Public Schools (2 volumes)

8. Videos- "Women in the Workplace" and "Men in the Workplace"- 20 minutes each from Enter Here

We also have some older books and videos up to 7 years old.

FHS CAREER INFORMATION CENTER

PRINT RESOURCES

Choosing a Career

Career Starter series (2 titles – **Culinary Arts** and **Webmaster**). Learning Express, 1998.

Careers in Focus: Computers. Ferguson Publ. Co., 1998. 187 p .

Cosgrove, Holli R. **Exploring Tech Careers**: Real People Tell You What You Need to Know. Ferguson, 1995 . 2 vols.

Chronicle Occupational Briefs published by Chronicle Guidance Publications Center. 643 Occupational Briefs that cover about 95% of the occupations in the job market. Yearly subscription.

Encyclopedia of Careers and Vocational Guidance. 10th ed. J.G. Ferguson, 1997. 4 vols.

Farr, J. Michael. **America's Top Jobs for People Without College Degrees**. 3rd ed. JIST Works, 1997. 361 p.

Goldberg, Jan. **Great Jobs for Computer Science Majors**. VGM Career Horizon, 1997. 216 p.

Lund, Bill. **Getting Ready** series (3 titles dealing with careers as a computer animator, an Internet designer, and a computer technician.) Capstone Press, 1998.

Marler, Patty and Jan Bailey Mattia. **Job Hunting Made Easy**. VGM Career Horizons, 1996. 88 p.

Maynard, Thane. **Working with Wildlife: A Guide to Careers in the Animal World**. Franklin Watts, 1999. 144 p.

Mirault, Don. **Dancing…for a Living: Where the Jobs Are, What They Pay, What Choreographers Want**. Rafter Publ., 1998. 200 p.

O*NET Dictionary of Occupational Titles, The. 1998 Edition. JIST Works, 1998. 625 p.

Peterson's **Career Without College** series of 15 titles is designed to help those who do not plan on getting a four-year college degree find a career that fits their interests, talents and personality. 1992-1994.

Reeves, Diane Lindsey. **Career Ideas for kids who like** series (1 title **Science**). Facts on File, 1998. 165 p.

Tieger, Paul D. **Do What You Are**: Discover the Perfect Career for You Through the Secrets of Personality Type. 2nd ed. Little, Brown, 1995. 350 p.

VGM'S **Careers for** series (3 titles – Fashion Plates, Health Nuts, and Mystery Buffs). 1996.

VGM'S **Opportunities in**...series of 28 titles is an invaluable resource for those who want to find out all they can about the careers that interest them. 1995-1997.

Vocational Biographies …(47 single biographical briefs on real-life career role models). 1997-99.

Career Trends for the Future

America's Top 300 Jobs: A Complete Career Handbook. 5th ed. JIST Works, 1996 . 529 p.

Career Guide to America's Top Industries: Presenting Opportunities and Trends in All Major Industries. 3rd ed. JIST Works, 1998. 207 p.

Careers and Occupations: Jobs for the Twenty-First Century. Information Plus, 1996. 60 p.

Farr, T. Michael. **America's Fastest Growing Jobs**. 4th ed. JIST Works, 1997. 373 p.

Field, Shelly. **100 Best Careers for the 21st Century**. Macmillan, 1996. 304 p.

Resume

101 Great Resumes. Career Press, 1996. 214 p.

Fry, Ron. **Your First Resume**. 4th ed. Career Press, 1996. 191 p.

Kaplan, Robbie Miller. **Resume Shortcuts**: How to Quickly Communicate Your Qualifications with Powerful Words and Phrases. Impact Publications, 1997. 149 p.

Kennedy, Joyce Lain and Thomas J. Morrow. **Electronic Resume for the New World of Job Seeking**. 2nd ed. John Wiley, 1995. 228 p.

King, Julie Adair and Betsy Sheldon. **The Smart Woman's Guide to Resumes and Job Hunting**. Chelsea, 1997. 214 p.

Krannich, Ronald L. and Caryl Rae Krannic. **Dynamite Resumes**: 101 Great Examples and Tips for Success. 3rd ed. Impact Publications, 1997. 195 p.

Marler, Patty and Jan Bailey Mattia. **Resumes**. Career Press, 1996. 89 p.

Interviews

Ball, Frederick W. and Barbara B. Ball. **Killer Interviews**. McGraw-Hill, 1996. 176 p.

Biegeleisen, J.I. **Make Your Job Interview a Success**: a Guide for the Career-Minded Job Seeker. 4th ed. Macmillan, 1994. 223 p.

Fein, Richard. **101 Dynamite Questions to Ask at Your Job Interview**. Impact Publications, 1996. 126 p.

Kay, Andrea. **Interview Strategies That Will Get You the Job You Want**. Betterway Books, 1996. 132 p.

King, Julie Adair. **The Smart Woman's Guide to Interviewing and Salary Negotiation**. Chelsea, 1995. 221 p.

Marler, Patty and Jan Bailey Mattia. **Job Interviews Made Easy**. VGM Career Horizons, 1996. 79 p.

General College Information

Beckman, Barry. **The Black Student's Guide to Colleges**. 4th ed. Madison Books, 1997. 471 p.

Cochrane Kerry. **Researching Colleges on the World Wide Web**. Franklin Watts, 1997. 207 p.

College Handbook, 1997, The. 34th ed. College Entrance Examination Handbook, 1996. 1,730 p.

Fiske, Edward. **The Fiske Guide To Colleges**. Times Books, 1997. 740 p.

Peterson's **Guide to Four-Year Colleges, 1997**. 27th ed. 1996. 3,180 p.

Peterson's **Guide to Two-Year-Colleges, 1997**. 1996. 838 p.

Peterson's **Vocational and Technical Schools and Programs - West**. 1996. 658 p.

Phifer, Paul. **College Majors and Careers**: a Resource Guide for Effective Life Planning. Rev. ed. J.G. Ferguson Publishing Co., 1977. 188 p.

Pope, Loren. **Looking Beyond the Ivy League: Finding the College That's Right for You**. Penguin, 1995.

Robbins, Wendy H. **The Portable College Adviser**: a Guide for High School Students. Franklin Watts, 1966. 176 p.

Wilson, Florence. **The 100 Best Colleges for African-American Students**. Penguin Books, 1993. 326 p.

Admissions Information

Davidson, Wilma and Susan McCloskey. **Writing a Winning College Application Essay**. Peterson's, 1996. 125 p.

Scholarship and Financial Aid Information

Beckham, Barry. **The Black Student's Guide To Scholarships:** 600+ Private Money Sources for Black and Minority Students. 4th ed. Madison Books, 1996. 216 p.

Bellantoni, Patrick. **College Financial Aid Made Easy for the 1997-98 Academic Year**. Ten Speed Press, 1996. 221 p.

Blum, Laurie. **Free Money for College: A Guide to More Than 1,000 Grants and Scholarships for Undergraduate Study**. 5th ed. Facts on File, 225 p.

College Costs & Financial AID Handbook 1997. 17th ed. College Entrance Examination Board, 1996. 330 p.

Johnson, Willis. **The Big Book of Minority Opportunities:** The Directory of Special Programs for Minority Group Members. 6th ed. Garrett Park Press, 1995. 449 p.

Oldman, Mark and Samer Hamadeh. **The Internship Bible**. 1997 ed. Random House, 1996. 669 p.

Peterson's **Sports Scholarships and College Athletic Programs.** 2nd ed. 1996. 859 p.

Testing

ACT American College Testing Program. 17th ed. Macmillan, 1996. 577 p.

ASVAB Practice for the Armed Forces Test. Prentice Hall, 1994. 627 p.

SAT Preparation for the SAT and PSAT. 1997 ed. Macmillan, 1996. 604 p.

COMPUTERS

Internet access.

CD-ROMs

CIS (Career Information System) provides information on Occupations, Employment, Education, and Training. 1998.

Discover covers the following topics: Plan my education, Plan for work, Choose occupations, and Learn about self and career. ACT, Inc. 1999.

Job Lander Deluxe (formerly Ultimate Job Source). New Careers Center, 1998.

VIDEOS

Carreer Exploration: Using the Internet. 23 min. The School Co., 1996.

College videos located in the Career Information Center are available for loan.

Internet Careers: College Not Required. 28 min. CLEARVUE/eav, 1998.

3D Cyber Careers. 27 min. CLEARVUE/eav, 1997.

Careers in Computers. 24 min. New Careers Center, 1998.

CAREER INVENTORY FREEPORT HIGH SCHOOL

Developmental Education Curriculum, grades 9, 10, 11, 12 by Quad City/
Tri-County VoTech Regions. 1998

School to Work Video Series: 2 series with 5 videos per series:
- Purple series includes:
  - Your Potential is High - School to Work Overview
  - Motivation and Positive Attitude
  - The Value of Your Education
  - School Site Learning compared to Work Site Learning
  - Your Career Ladder
- Blue series includes:
  - Developing Partnerships
  - Learning for Earning - Work place readiness
  - Career Cluster Divisions
  - Career Plan
  - School to Work Transition

— Discover computer program on 2 Gateway computers in guidance office - for Student use.

— Horizons Career Information System on 4 computers in counselors offices.

Occupational Outlook Handbook, 1996-1997.

Military Careers

Handbook of Illinois Post Secondary Schools. 1998-1999.

ASVAB Career Exploration Program information book.

Directory of Private Business and Vocational Schools with Instructional Program Approved to Operate in Illinois. 1997-1998.

America's Top Office Management, Sales and Professional Jobs. 1997.

American's Top Industries. 1997.

America's Top Medical, Education and Human Services. 1997

America's Top Jobs for People without College Degrees. 1997.

Career Guide to America's Top Industries. 1998-1999.

1991 American Trade School Directory.

The Discover Program (published by ACT, 1999 copyright) contains the following:

1. World of Work Map
2. Listing of World of Work Mak Job Clusters and Families
3. Discover Occuations in 2 formats - alphabetical and by Cluster, Region, Job Family as it relates to the World of Work Map
4. Military Occupations in 2 formats - alphabetical and by Cluster, Region, Job Family as it relates to the World of Work Map
5. Majors/Programs of Study in 2 formats - alphabetical and by Cluster, Regiona and Job Family
6. Vocational/Technical Schools
7. Two-Year Colleges
8. Four-Year Colleges
9. Graduates Schools
10. Schools that offer External Degrees

With the Discover Program a student can log in and visit all of the areas listed above. Also available are inventories of occupations and school sorts by characteristic. A student may also do inventories of self in the areas of interest, abilities and values. Job information is available in the areas of apprenticeships, job applications, sample job interviews, resumes, cover letters and tips about getting a job.

At Freeport High School some student organizations offer Career exploration and contacts with professionals in a number of ways. These clubs include:

1. Business Professional Association (BPA)
2. Junior Engineering and Technical Society (JETS)
3. FIRST
4. National Honor Society (NHS)
5. Future Educators of America (FEA)
6. AVID

A Guide to Health Careers in Illinois. 1994.

First Step for High School Students. 1997

Second Step for High School Students. 1998

Improved Career Decision Making in a Changing World. 1991.

Doorways to Jobs, A Directory of Job Training and Job Related Services in Illinois 1995-1996.

Journey for Today's Youth. A motivational and career guidance services For teenage youth. Episode 1: Experiencing Decision Making - A video and teacher's guide. Approx. 1985.

Occupation Projections 1992-2005.

Freeport High School
Business Department
Inventory: Career Interest Materials
February 14, 2000

PROGRAM	TITLE	VENDOR
Video	Employer/Employee Rights and Responsibilities	Meridian Education Corporation
	Options After High School	
	Future Careers	
	Success Stories in the World of Work—Video Producer/Fighter Pilot	
	SSWOW—Executive Secretary/Inventor/Entrepreneur	
	SSWOW—Computer Support Specialist/Accountant	
	SSWOW—Firefighter-Veterinarian	
	SSWOW—Conservationist/Environmentalist	
	SSWOW—Host and Hospitality	
	SSWOW—Criminology	
	SSWOW—Physical Therapist/Cosmetologist	
	SSWOW—Hotels and Tourism	
	SSWOW—Alternate Energy and Transportation	
	SSWOW—Chemical Engineer/FBI Agent	
	SSWOW—Paramedic-Forest Service	
	Careers in Technology	
	Career on the Internet	
	The Business of Baseball	
	Behind the Scenes in TV/Film Production	
	Promotability	
	Planning and Preparing for a Career in Technology	
Print Resource	Careers Without College—Cars	Peterson's
	CWC—Office	
	CWC—Travel	
	CWC—Sports	
	CWC—Fitness	
	CWC—Money	
	CWC—Health Care	
	CWC—Kids	
	CWC—Music	
	CWC—Music	

	CWC—Building	
	CWC—Entertainment	
	CWC—Emergencies	
	CWC—Fashion	
	CWC—Computers	
	Colleges for Careers in Teaching	
	Colleges for Careers in Applied Health	
	Colleges for Careers in Business	
	Colleges for Careers in Computing	
Video	Would I Work With Me? The Teens' Point of View	Advantage Media
Video	The Retailing Industry	Business 2000
Video	Health and Pharmaceuticals	
Video	New Places to Look for Jobs. Technology and the 21st Century	The School Company
Video	Job Search Basics	
Print Resources	The School-To-Work Planner—A Work-Based Learning Guide	ITP/Southwestern
Print Resources	Your Career—How to Make it Happen	
Print Resources	Life Management Skills—Taking Charge of Your Life	
Video	Finding a Job	Cambridge Educational
Video	Succeeding on the Job	

CareerTEC MULTI DISTRICT PROFESSIONAL LIBRARY

TECH PREP & ETC FUNDED FY99

VIDEO TITLE [redacted]	Vendor	Checked out By:	School	Date	Date Returned
How To Create Effective Learning Environment	ASCD				
How To Create Successful Parent-Student Confence	ASCD				
How To Start the School Year Right	ASCD				
How To Conduct Successful Socratic Seminars	ASCD				
How To Improve Your Questioning Tech.	ASCD				
How To Use Graphic Organizers to Promote Student Thinking	ASCD				
Discipline Techniques:	The				
1- Key attitudes & strategies for maximizing your options	master				
2- Approaches & actions to get the responses you want	teacher				
3- Handling chronic or habitual discipline problems					
4- Critical mistakes that cause or perpetuate misbehavior					
Purple Set 1-	Cress Co				
2-					
3-					
4-					
5-					
Blue Set 1-					
2-					
3-					
4-					
5-					
Planning Integrated Units (1 video) need facilitator guide	ASCD				
The Brain and Learning: 1- New Knowledge and Understanding	ASCD				
2- Classroom Applications	ASCD				
3- Changing School to Reflect New Knowledge	ASCD				
4- What Parents Need to Know	ASCD				
The Brain and Reading: 1- "Making Connections"	ASCD				
2- "Strategies for Elementary School"	ASCD				
3- "Strategies for High School"	ASCD				
Raising Achievement through Standards:					
Video 1: What are Standards?	ASCD				
Video 2: Planning for Standards.	ASCD				
Video 3: Making Standards work in the Classroom.	ASCD				
Curriculum mapping: need facilitator guide					
Video 1: The Essentials of Mapping.	ASCD				
Video 2: Putting Mapping to work.	ASCD				
Implementing Performance Based Ed (one video) need facilitator guid	ASCD				
Excellence in teaching (10 video series) Purch FY2000 Feb 2000	Teacher's				
Video 1: Creative Teaching Methods	Video				
Video 2: Cooperative Learning	Company				
Video 3: Lesson Planning					
Video 4: Integrating Computers in the Classroom					
Video 5: Assigning Effective Homework					
Video 6: Constructive Parent Conferences					
Video 7: Keeping Control of the Class					
Video 8: Managing Student Conflict					
Video 9: Avoiding Burnout					
Video 10: The Beauty of Teaching					

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Facilitator's Guides for Videos:					
Planning Integrated Units	ASCD				
The Brain and Learning	ASCD				
The Brain and Reading	ASCD				
Raising Achievement Through Standards	ASCD				
Curriculum mapping	ASCD				
Implementing Performance Based Education	ASCD				
BOOK TITLE					
1st copy of Unleashing the Power of Perceptual Change	ASCD				
2nd copy of Unleashing the Power of Perceptual Change	ASCD				
How the Brain Learns	Sage Pub				
The Learning Manual for How the Brain Learns	Sage Pub				
Marching To Different Drummers	ASCD				
Study Skills part II workbook (this is part of the set. video & instructor	Skills of				
guide available from Skills of Studying company	Studying				
AUDIOCASSETTE TITLE					
Translating Brain Research into Ed Practice (3 cassette pack)	ASCD				

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INQUIRY KITS					
Problem Based Learning Across the Curriculum	ASCD				
Emotinal Intelligence	ASCD				
Learning Syles	ASCD				
The Human Brain	ASCD				
Classroom Management	ASCD				
Teaching for Understanding	ASCD				
Assessing Student Performance	ASCD				
Constructivism	ASCD				
INSERVICE PACKAGE					
Problem Based Learning Inservice which includes:	ASCD				
Problem Based Learning Across the Curriculum (Inquiry kit)					
Problem based learning (Facilitator's guide)					
How to use problem based learning in the classroom (BOOK)					
Problems as possibilities (BOOK)					
Using problems to learn (video)					
Designing problems for learning (video)					
K-12 Curriculum Guides 1st set	Rock				
	Island				
	ROE				
K-12 Curriculum Guides 2nd set	Rock				
	Island				
	ROE				

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K-12 CAREER SEQUENCE MULTI DISTRICT MATERIALS LIBRARY

ETC FUNDED FY00

VIDEO TITLES	Vendor	Checked out By:	School	Date	Date Returned
Walkabout Videos all CareerTEC member district schools					
Field trip to the future video series (VHS)	School Co.				
PAPER MATERIALS					
Career Awareness Packets	Storybook				
Kindergarten Health	Station				
Kindergarten I.E.T.					
Kindergarten B.M.C.					
Kindergarten N.S.					
Kindergarten S.S.					
Kindergarten F.A.& C.					
First Grade Health					
First Grade I.E.T.					
First Grade B.M.C.					
First Grade N.S.					
First Grade S.S.					
First Grade F.A.& C.					
Second Grade Health					
Second Grade I.E.T.					
Second Grade B.M.C.					
Second Grade N.S.					
Second Grade S.S.					
Second Grade F.A.& C.					
Third Grade Health					
Third Grade I.E.T.					
Third Grade B.M.C.					
Third Grade N.S.					
Third Grade S.S.					
Third Grade F.A.& C.					
Fourth Grade Health					
Fourth Grade I.E.T.					
Fourth Grade B.M.C.					
Fourth Grade N.S.					
Fourth Grade S.S.					
Fourth Grade F.A.& C.					
Fifth Grade Health					
Fifth Grade I.E.T.					
Fifth Grade B.M.C.					
Fifth Grade N.S.					
Fifth Grade S.S.					
Fifth Grade F.A.& C.					
Sixth Grade Health					
Sixth Grade I.E.T.					
Sixth Grade B.M.C.					
Sixth Grade N.S.					
Sixth Grade S.S.					
Sixth Grade F.A.& C.					

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COUNSELOR BOOKS TITLE					
Career Cutouts	Storybook				
A Day's Work	Station				
Grandmother's Alphabet					
How Santa Got His Job					
I Can Be... Anything I Want To Be					
A Sign					
When I Grow Up					
Work					
Work Song					
KidBiz					
SOFTWARE TITLE					
OVETCS Education to Careers Learning Resource Guide (CD)	Ohio Valley				
	ETC System				
How to on CD Received 5 sets	Educational				
set 1 Dakota	Links				
set 2 Freeport	Marcia				
set 3 Pearl City	Dingman				
set 4 Pecatonica					
set 5 Freeport					

Career Focused Materials 5/30/00

Title	Type	Vendor	School/Contact person	Grade
Legend of the Indian Paintbrush	Book	Scholastic	L/DMarianne Cigrand Phyliss Howard	chapter I
Electricity	Speaker	Bordner electric	FJHS	eig-nine
Ecology, Waste Management	Speakers	Health Department	FJHS	eig-nine
Quarry Erosion	Tours	Civil and Soil and Water Dist.	FJHS	eig-nine
Career Choices	Book	Great source Education Group	Pearl City George Visel	eleven
School to Work	Book	Great source Education Group	Pearl City George Visel	eleven
Transition from School to Work(Applied Comm. Modules	Video	Agency for Instructional Programs	Pearl City George Visel	eleven
Portfolio Power	Workbook		Pearl City George Visel	eleven
Teenagers Preparing for the Real World	Book	ITP	Pearl City	first
A Day in the Life Marine Bologist, Fashion Designer, Police Cadet, Seeing Eye dog Trainers	Books	Troll Associates	Taylor Park	fourth
Career Capers	Game		Lincoln Douglas	fourth
Second Step	Book		L/D	second
Social Studies and Health [redacted]	Book		L/D	second
I want to be "_________"	Books		L/D Dakota Watson & Heilman	second
Reading Rainbow	Books		L/D Pat Miller & Sue Lawfer Taylor Park Diane Groves	second
Reading Rainbow	Videos		Lincoln Douglas Susan Lawfer	second
Job Search Tactics	Book		FJHS Midge Bennett	sev-eig
Personal and Career Awareness Curriculum	Books (2 volumes)	St. Louis Public Schools	FJHS " "	sev-eig

Title	Type	Vendor	School/Contact person	Grade
Exploring the World of Work	Computer		FJHS " "	sev-eig
Succeeding on the Job	Video		FJHS " "	sev-eig
Science, Math, Language Arts (6-8 grades)	Video	Enter Here	FJHS Midge Bennett	sev-eig
Options After High School	Video	Meridian	FJHS " "	sev-eig
Career's Book Encylopedia	Book	JIST	Dakota Cindy Hansen & Donna Penn	six
People At Work	Book	JIST	" " " "	six
Young Person Occupational Outlook Handbook	Book	JIST	" " " "	six
Children's Dictionary of Occupations	Book	JIST	" " " "	six
Countdown 987	Computer	Horizons	Dakota Cindy Hansen & Donna Penn Freeport Jr. High Midge Bennett	six
Powerpoint presentations by students	Computer	Microsoft	Dakota Cindy Hansen & Donna Penn	six
Elementary Career Explorers	Games	JIST	" " " "	six
Careers I Know (Bingo)	Games	JIST	" " " "	six
Real World	Programs	IL. Coop. Extension Service	Dakota Cindy Hansen & Donna Penn Freeport Carl Sandburg	six
Dream Catchers	Programs	JIST	Dakota Cindy Hansen & Donna Penn Carl Sandburg- Frpt	six
Construction Site	Video	Career Discovery Field Trip Serives	Dakota Cindy Hansen & Donna Penn	six
Walk Abouts Language, Math & Science	Video	Enter Here	" " " "	six
The Video Production Site	Video	Career Discovery Field Trip Serives	" " " "	six
The Hospital	Video	Career Discovery Field Trip Serives	" " " "	six
Women and Men in the Workplace	Video	Enter Here	Frpt. Jr. High Midge Bennett	six-eighth

Title	Type	Vendor	School/Contact person	Grade
Newspapers in the classrooms		Journal Standard	Lincoln Douglas-Frpt	third
Paper boy	Book	Scholastic	Lincoln Douglas-Frpt	third
Discovery	Computer		All High School Counselors	nine-twelve
Visit to "the Airport, Police Station, Post Office	Book		Taylor Park, Diane Groves	third
Real Game Make it Ral 4-6 The Real Game 7-8 Be Real Game 9-10 Get Real Game11-12	Board Game	The Real Game Inc. P.O. Box 336 Station C St. John's Newfoundland Canada AIC5J9	Dakota Cindy Hansen Carl Sandburg Kim Earlenbaugh	fifth & sixth
Advisory Program Career Units	Book		Carl Sandburg, Kim Earlenbaugh, Stacey Kliendel	fifth & sixth
Ohio Valley ETC Learning Resource Guide	Books	Ohio Valley ETc	Pat Willging	
Preparing for The World of Work	Books	F. R. Publications 1103 ST. Paukl Drive Merrill WI 54452	Pearl City Grade Schools-Corey Albrecht	one-eighth
Best Jobs for 21st Century	Books	NIMCO 102 Hwy 81 N P.O. Box 9 Calhoun KY 42327-0009	Freeport Jr High Midge Bennett	seven-eighth
Top 100 Fastes Growing Careers for the 21st Century	Books	NIMCO 102 Hwy 81 N P.O. Box 9 Calhoun KY 42327-0009	Freeport Jr High Midge Bennett	seven-eighth
School to Work	Books	Great Source Education Group	Pearl City A. Kostallari	eleventh
Career Choice	Books	Great Source Education Group	Pearl City A. Kostallari	eleventh
Transition from School to Work Applied Communication Modules	Videos	Agency for Instructional Priograms	Pearl City A. Kostallari	eleventh
Teenagers Preparing for the Real World	Book	ITP Education Division	Pearl City A. Kostallari	eleventh

B

Illinois Career Development Guide

ILLINOIS
Education·To·Careers
Next Generation Education

The Illinois
Career Development Curriculum Framework

Competencies and Indicators

for

Elementary School Level
Middle/Junior High School Level
High School Level
Adult Level

Illinois Career Development Competencies

Self Knowledge

Elementary	Middle/Junior High School	High School	Adult
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand and use career information	Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

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ELEMENTARY SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

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Elementary School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes effect decision-making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles and individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

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Middle/Junior High School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, understand, and use career information.

Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes
Describe how career development is a continuous process with series of choices.
Identify possible outcomes of decisions.
Describe school courses related to personal, educational and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
Identify the requirements for secondary and post-secondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships between family, occupational, and leisure decisions.

Middle/Junior High School Student Competencies and Indicators-Cont'd

COMPETENCY XI: **Knowledge of different occupations and changing male/female roles.**

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: **Understanding the process of career planning.**

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

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HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.
- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences of one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.
- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.
- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.
- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.
- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

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High School Student Competencies and indicators-Cont'd

Career Planning

COMPETENCY IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.

Identify alternatives in given decision-making situations.

Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.

Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.

Identify steps to apply for and secure financial assistance for post-secondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.

Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

Describe ways in which occupational choices may affect lifestyle.

Describe the contribution of work to a balanced and productive life.

Describe ways in which work, family, and leisure roles are interrelated.

Describe different career patterns and their potential effect on family patterns and lifestyle.

Describe the importance of leisure activities.

Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women an men.

Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Identify courses appropriate to tentative occupational choices.

Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.

Demonstrate knowledge of post-secondary vocational and academic programs.

Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Describe school and community resources to explore educational and occupational choices.

Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

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ADULT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.
- Demonstrate a positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self perception.
- Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.
- Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.
- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.
- Describe short and long-range plans to achieve career goals through appropriate educational paths.
- Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
- Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
- Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.
- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
- Describe how educational achievements and life experiences relate to occupational opportunities.
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

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COMPETENCY VI: **Skills to locate, evaluate and interpret information.**

Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).

Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Describe the uses and limitations of occupational outlook information.

Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Identify opportunities available through self-employment.

Identify factors that contribute to misinformation about occupations.

Describe information about specific employers and hiring practices.

COMPETENCY VII: **Skills to prepare to seek, obtain, maintain, and change jobs.**

Identify specific employment situations that match desired career objectives.

Demonstrate skills to identify job openings.

Demonstrate skills to establish a job search network through colleagues, friends, and family.

Demonstrate skills in preparing a resume and completing job applications.

Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.

Demonstrate effective work attitudes and behaviors.

Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.

Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).

Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).

Identify skills that are transferrable from one job to another.

COMPETENCY VIII: **Understanding how the needs and functions of society influence the nature and structure of work.**

Describe the importance of work as it affects values and life style.

Describe how society's needs and functions affect occupational supply and demand.

Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: **Skills to make decisions.**

Describe personal criteria for making decisions about education, training, and career goals.

Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Describe the effects of education, work, and family decisions on individual career decisions.

Identify personal and environmental conditions that affect decision-making.

Demonstrate effective career decision making skills.

Describe potential consequences of decisions.

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COMPETENCY X: **Understanding the impact of work on individual and family life.**

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family developmental stages on one's career.
- Describe how work, family, and leisure activities interrelate.
- Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: **Understanding the continuing changes in male/female roles.**

- Describe recent changes in gender norms and attitudes.
- Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: **Skills to make career transitions.**

- Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
- Describe strategies to use during transitions (e.g., networks, stress management).
- Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
- Describe the skills and knowledge needed for pre-retirement planning.
- Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

C

"How To"
CD Sample

Tips for Good Listening

Curriculum Area	
General	
Lang. Arts	◆
Math	
Science	
Soc. Studies	◆
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	◆	10	
4	◆	11	
5	◆	12	
6	◆	13+	

In-Class Time	
Under 30 min.	◆
30-60 min.	
Over 60 min.	

Outside Time	
None	◆
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	◆
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	◆

INTRODUCTION

Students test their ability to recall information that has been presented orally. In the process they learn five ways to improve their listening skills.

MATERIALS AND PREPARATION

- "Tips for Good Listening" teacher resource
- "Tips for Good Listening" activity sheet

OBJECTIVE (specific student competency)

List five tips to improve your listening skills.

TEACHER ACTIVITIES

1. Lead a discussion about why it is important to listen (e.g., to be a friend, to be well informed, to save time, to respect others, for safety).
2. Read aloud from the "Tips for Good Listening" teacher resource.
3. Ask students to write down as much as they can remember of what you just read.
4. Direct students to choose a partner and exchange the notes they took of your reading. Distribute the "Tips for Good Listening" activity sheet.
5. Ask students to read the activity sheet and compare their partner's notes with the original text, noting any additions or corrections in the space provided.
6. Ask students to return their partner's notes along with the critique. Allow students time to discuss the results.
7. Read the "Tips for Good Listening" again to reinforce listening skills. This time tell the students that they will be expected to remember this information.
8. Instruct students to recall the five listening tips and choose two things they will do to improve their listening skills.

STUDENT ACTIVITIES

1. Participate in a discussion about why it is important to listen (e.g., to be a friend, to be well informed, to save time, to respect others, for safety).
2. Listen as the teacher reads, "Tips for Good Listening."
3. After your teacher finishes, take out a piece of paper and write down everything you remember from what she or he just read.
4. Choose a partner and exchange the notes each of you just took on your teacher's reading.
5. Read the "Tips for Good Listening" activity sheet and compare your partner's notes with the original text. Write any additions or corrections at the bottom of the sheet.
6. Discuss the results with your partner.
7. Listen as the teacher reads "Tips for Good Listening" again. This time understand that you will be expected to remember this information.
8. Recall the five listening tips and choose two things you will do to become a better listener.

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ASSESSMENT (specific student performance)

Students recall the five listening tips and state the two things they will do to improve their listening skills.

RELATED OR OUTSIDE ACTIVITIES

- Precede this activity with "Listening Body Language."

RELATED STANDARDS

Learner Outcomes

- Use criteria to evaluate.
- Respond to relevant information.
- Achieve results by interpretation, execution.

Education for Employment

- Establish positive interpersonal relationships.
- Apply speaking and listening skills.
- Recognize social institutions and values.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the relationship between work and learning.
- Awareness of the benefits of educational achievement.
- Awareness of the importance of personal responsibility and good work habits.
- Skills to interact with others.

WDGM

- Connect Family, School, and Work.

SCANS

- Allocate human resources and plan work.
- Acquire and evaluate information.
- Listen well and respond to verbal messages.
- Visualize by interpreting symbols, graphics, etc.
- Reason by using logical thought processes.
- Demonstrate self-management and self-discipline.

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Fast Forward # 5: Ginny's Choice

Curriculum Area	
General	
Lang. Arts	◆
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	◆
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3		10	◆
4		11	◆
5		12	◆
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	◆
Over 60 min.	

Outside Time	
None	◆
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	◆
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	◆

INTRODUCTION

Students listen to a story about a woman struggling with a difficult career decision. They recommend a career direction for this character and explain why they think it is best.

MATERIALS AND PREPARATION

- *Fast Forward: Teacher Operator's Manual*
- *Fast Forward: Student Operator's Manual* (classroom set)

OBJECTIVE (specific student competency)

Understand lifestyle preferences and relate them to occupational interests.

TEACHER ACTIVITIES

1. Give each student a *Fast Forward: Student Operator's Manual*.
2. Place students in small groups of three or four.
3. Ask students to read "Ginny's Choice" with you and to think about what Ginny should do to advance her career.
4. Read the "Tape" text aloud, without commenting on the content.
5. Refer the groups to the "Reviewing the Tape" section and ask them to discuss the "Rewind," "Pause," and "Play" questions.
6. Assign roles to the members of each group:
   a) a recorder, who writes brief answers to the final questions
   b) a "praiser," who encourages the responses of each group member
   c) a reporter, who summarizes what will be said to the entire class
7. Remind students that there are no right or wrong answers to the questions.
8. Ask each reporter to describe on the board the course of action his or her group recommends for Ginny and to explain the group's decision.
9. Lead a class discussion of the similarities and differences in the advice given by the various groups.
10. Read the *Fast Forward* ending to Ginny's story.
11. Instruct students to work individually to complete the "Playing the Tape" section.

STUDENT ACTIVITIES

1. Open your *Fast Forward* workbook and read "Ginny's Choice" with your teacher. Think about what you would do if you were in Ginny's situation.
2. Adopt the role assigned to you by your teacher. Work with your group to answer the questions in the "Reviewing the Tape" section of the *Fast Forward* workbook.
3. Report your group's decision to the class. Explain why you made the decision you did.
4. Participate in the class discussion of the different suggestions made by each group. Which group do you think gave the best advice? Why do you think this? Share your ideas with the class.
5. Listen as your teacher reads the *Fast Forward* ending to Ginny's story.
6. Work individually to complete the "Playing the Tape" section.

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ASSESSMENT (specific student performance)

List advantages and disadvantages of a career in sales and describe how this lifestyle relates to your occupational interests

RELATED OR OUTSIDE ACTIVITIES

- Precede this activity with "*Fast Forward* # 4: Carol's New Job."
- Follow this activity with "*Fast Forward* # 6: Coming to America."
- Invite a speaker from a local community college to discuss associate degrees offered by the school.
- Organize a panel discussion in which males and females working in different occupations give specific examples of the ways in which their careers influence their lifestyles.
- Challenge students (individually or in pairs) to decide on a business venture and to outline five different ways to market their service or product.
- Ask individuals or small groups of students to select a large corporation (such as IBM, AT&T, or General Motors) and research how the company has changed in the face of global economic forces. Challenge them to explain how these changes will have an impact on the future workforce.
- Ask students to make a collage illustrating how they can combine their career and lifestyle choices.

RELATED STANDARDS

Learner Outcomes

- Make informed decisions.

Education for Employment

- Develop responsibility for career planning.
- Recognize social institutions and values.

National Career Development Guidelines

- Understanding how to make decisions.
- Awareness of how work relates to the needs and functions of society.
- Awareness of the interrelationship of life roles.

WDGM

- Integrate Growth and Development.

SCANS

- Participate in team efforts.
- Acquire and evaluate information.
- Use decision-making skills.

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Let's Go Fishing

Curriculum Area	
General	♦
Lang. Arts	♦
Math	
Science	♦
Soc. Studies	
Art/Music	♦
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K	♦	7	
1	♦	8	
2	♦	9	
3	♦	10	
4		11	
5		12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	♦
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students study the assembly line process by working together to assemble the materials for a game. They then play the game, which requires them to correctly spell and use new vocabulary words.

MATERIALS AND PREPARATION

- cardboard fish pattern to trace
- string
- five wooden dowels
- list of 25-30 new vocabulary words
- markers and pencils
- one-hole punch
- paper clips, one for each fish
- five small magnets
- construction paper
- scissors
- Construct five "fishing poles" by attaching lengths of string to the wooden dowels and tying magnets to the ends of the strings. These poles will be used by students to play "Word Fishing"

OBJECTIVE (specific student competency)

Practice cooperation by working on an assembly line and learn new vocabulary.

TEACHER ACTIVITIES

1. Describe how an assembly line works. Use visual aids to explain how many occupations (including those in factories, offices, and warehouses) use this type of work method. Point out that no one person makes the whole product in an assembly line. Each person on the line does a part of the job. Stress the importance of cooperation.
2. Explain that students will be using an assembly-line method to create the paper fish needed to play "Word Fishing."
3. Ask students to describe what a magnet does. Discuss.
4. Explain that one of the good things about an assembly line is that workers can do the jobs they do best. List the following "job openings" on the board:
   a) tracers (2-3 openings)
   b) printers (2-3)
   c) cutters (2-3)

STUDENT ACTIVITIES

1. Listen carefully as your teacher explains assembly line operations.
2. Think about how a magnet works. Will it pick up paper or paper clips? Why?
3. Look at the list of jobs written on the board. Which one would you be good at? Volunteer for one of the jobs.
4. Listen carefully as your teacher explains the rules about assembly line work. Keep these rules in mind as you work on the assembly line.
5. Watch carefully as your teacher shows you how to make the fish. Be sure that you understand how to do your job on the assembly line. If you are unsure, ask your teacher to explain it again.
6. Follow the rules and cooperate with your classmates as you work on the assembly line.
7. Remember to clean up your work area after you finish.

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TEACHER ACTIVITIES (continued)

- d) hole puncher (1)
- e) assemblers (1-2)
- f) inspector (1)

5. Explain the duties of each job: tracers trace fish on construction paper, printers use markers to print a vocabulary words on each fish, cutters cut the fish out, hole punchers punch holes in the fish, and assemblers put paper clips through the holes. Inspectors check each completed fish to make sure it is constructed properly and that the vocabulary word is spelled correctly. If not, the fish is returned to the beginning of the line, and a new one is made.
6. Ask for volunteers or assign students to each task.
7. List the following rules on the board:
   - a) Each worker must stay at his or her job station.
   - b) Each worker should do the job as quickly as possible while still maintaining quality.
   - c) Each worker must clean up his or her work area when finished.
   - d) Each worker must listen and follow directions.
   - e) Each worker should ask for help if needed.
8. Set up stations with the materials needed for each job. If the class is large, two assembly lines may be needed. Make at least one fish for each student.
9. Oversee the operation of the assembly line.
10. Discuss the activity using the following questions:
    - a) Did you and your classmates work well together?
    - b) What behaviors did you see that were helpful to the group?
    - c) What behaviors slowed down the assembly line?
    - d) Do you feel good about what you did together?
    - e) Did you like working on an assembly line?
    - f) How is it different from making the whole thing by yourself?
11. Give directions for the game:
    - a) The object is to catch and keep the most fish.
    - b) Players use the poles to catch the fish.
    - c) When a fish is caught, the player must correctly pronounce the vocabulary word, spell it, and use it in a sentence.
    - d) If the player is correct, he or she keeps the fish; if incorrect, the fish is thrown back.
12. Ask groups of five students to take turns playing the "Word Fishing" game.

STUDENT ACTIVITIES (continued)

8. Talk about your work on the assembly line.
   - a) Did you and your classmates work well together?
   - b) What behaviors did you see that were helpful to the group?
   - c) What behaviors slowed down the assembly line?
   - d) Do you feel good about what you did together?
   - e) Did you like working on an assembly line?
   - f) How is it different from making the whole thing by yourself?
9. Listen as your teacher explains the rules to the "Word Fishing" game:
   - a) The object is to catch and keep the most fish.
   - b) You use the poles to catch the fish.
   - c) When you catch a fish, you must correctly pronounce the vocabulary word, spell it, and use it in a sentence.
   - d) If you are correct, you keep the fish; if you are incorrect, you have to throw the fish back.
10. Play the game with four of your classmates.
11. Watch and pay attention to the vocabulary words as other groups play the game.

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ASSESSMENT (specific student performance)

Use the assembly line process to create a game. Play the game to practice pronouncing, spelling, defining, and using new vocabulary words.

CURRICULUM INTEGRATION

Science: Connect this activity with a lesson on magnets and use related vocabulary

All Subject Areas: Use in any subject area to introduce new vocabulary

RELATED STANDARDS

Learner Outcomes

- Work effectively in groups.

Education for Employment

- Recognize personal capabilities.
- Develop awareness of labor market.
- Uphold workplace ethics.
- Demonstrate commitment and loyalty to the job.
- Accept responsibility for doing the job well.

National Career Development Guidelines

- Awareness of the importance of personal responsibility and good work habits.
- Skills to interact with others.
- Skills to understand and use career information.
- Awareness of how work relates to the needs and functions of society.
- Awareness of the relationship between work and learning.

WDGM

- Work in Groups.
- Manage Conflict.

SCANS

- Participate in team efforts.
- Monitor and correct system performance.
- Demonstrate responsibility by persevering.

NOTES

draft

Understand Others

Curriculum Area	
General	
Lang. Arts	◆
Math	
Science	
Soc. Studies	◆
Art/Music	◆
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	◆	10	
4	◆	11	
5	◆	12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	◆
Over 60 min.	

Outside Time	
None	◆
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	◆
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	◆

INTRODUCTION

Students create a puzzle identifying their personal skills, abilities, and interests. The puzzles are collected and distributed to different students to help them identify and understand how skills, abilities, and interests differ among people. The activity is followed by a class discussion of individual differences.

MATERIALS AND PREPARATION

- "Skills and Interests Puzzle" activity sheet
- scissors
- envelopes (one for each student with an identification number on it)

OBJECTIVE (specific student competency)

Identify your personal skills, abilities, and interests and compare them to your classmates, noting the diversity represented in your class.

draft

TEACHER ACTIVITIES

1. Hand out a "Skills and Interests Puzzle" activity sheet and a numbered envelope to each student (you may wish to number the envelopes according to the students' places on your class list). Try to write the numbers in a place that will not be easily noticed by the students.
2. Ask students to complete the puzzles by listing their interests, skills, and abilities in the appropriate spaces.
3. Direct students to cut out the puzzle pieces and place them in their envelops. Direct students *not* to put their names on the envelopes.
4. Form groups of three or four students.
5. Collect the envelopes from each group of students. Redistribute them, making sure that no group of students gets its own puzzles.
6. Direct students to open the envelopes one at a time. Ask the groups to put each puzzle together, and then guess which student the puzzle describes. Ask students to print their guesses on the outside of each envelope and to place the puzzle pieces back inside.
7. Collect the puzzles one by one and hand them to the students named on the envelopes.

STUDENT ACTIVITIES

1. Finish the "Skills and Interests Puzzle" by filling in the blanks.
2. Cut along the puzzle lines until all of your puzzle pieces are cut out. Put the pieces in the envelope.
3. Help your group put each puzzle together and read about how that classmate has described things about himself or herself. Then try to guess the classmate that each puzzle describes.
4. Write your group's guess on each envelope and place the puzzle pieces back inside.
5. Watch as your teacher gives the puzzles to your classmates. How good were your group's guesses?
6. Try to guess whose puzzle you have if the puzzle given to you is not yours.
7. See the many different ways your classmates described themselves.

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TEACHER ACTIVITIES (continued)

8. Challenge those students identified by mistake to guess the owners of the puzzles they receive.
9. Wrap up by noting the diversity of interests in the class.

ASSESSMENT (specific student performance)

Create a puzzle to identify your interests, skills, and abilities and then compare them to the interests, skills and abilities of other students.

RELATED STANDARDS

Learner Outcomes

- Achieve results by interpretation, execution.
- Work effectively in groups.
- Recognize diversity and its influence.

Education for Employment

- Identify and develop personal interests.
- Establish positive interpersonal relationships.
- Exhibit positive personal attributes and self-esteem.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the benefits of educational achievement.

WDGM

- Understand Diversity, Inclusiveness, and Fairness.

SCANS

- Participate in team efforts.
- Work harmoniously with diverse people.
- Acquire and evaluate information.
- Think creatively.
- Reason by using logical thought processes.
- Exhibit self-esteem.

NOTES

- Use this as a "getting-to-know-you" activity at the beginning of the school year.

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"Bridges" Sample

May 30

Bridges.com Scholarships

Students qualifying for Bridges.com's scholarship program must **submit essays** by May 31.

User Update

An addition to the site license agreement lets subscribers access CX Online from home.

Set your kids up for success with the new Career Parent Magazine, now available for free from Bridges.com.

Have some questions about the Bridges.com and Careerware merger? Here are some answers to the most frequently asked questions.

Check out the NEW Admin Tools for Portfolio Plus.

Activities and Tips

What the Daily Career News can do for you.

Subscriber Spotlight

How CX Online makes career research fun at Wando High School.

User Feedback

As for the Career Parent Magazine, what a great idea. We are always looking for ways of getting parents more

Today's Headlines

College Students' Parents Link Up in Cyberspace
(Boston Globe)

Labor Accuses Universities of Elitism
(Globe and Mail)

Words of Advice for Graduates on the Threshold of the Millennium
(New York Times - FREE registration required)

For Today's College Grads, It Isn't Just About Money
(Washington Post)

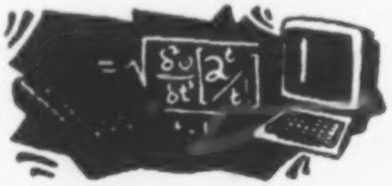
State Social Promotion Law Taxes Schools
(San Francisco Chronicle)

You can find past items using Back Issues, but please note that some links may have expired.

Career Pro News

Career Pro News, a daily newsletter for the career development professional, has just been released by Bridges.com. Check it out!

The Great Math Debate


$= \sqrt{\frac{\delta u}{\delta t'}\left[\frac{2^t}{t}\right]}$

How can we make math meaningful to students?

Resource Review

The book Do What You Are is aptly named. It discusses the key role of personality type in the career decision-making process.

Expert Advice

Use your English class to teach the value of volunteerism.

draft

involved in the career decision-making process

Lesson Plan

Help your students understand that most major events in one's life require decision-making.

Visit the CX Plus Prototype

Bridges.com has launched an upgrade of CX. You are invited to visit the CX Plus prototype. CX Plus will open in a new browser window.

back issues

May 29 May 26 May 25 May 24 May 23

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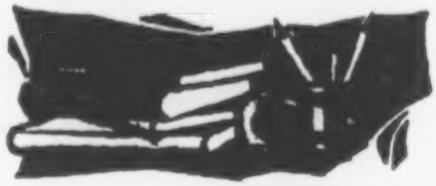
ACTIVITIES AND TIPS



Daily Career News Service

Draft

Overview:

To use CX Online's Daily Career News every day to provide career-related information to the school.

Materials:

1. Access to CX Online via an online computer lab

Suggested Strategy

Print copies of the CX Online Daily Career News and distribute them every day in the following ways:

1. Leave copies on the staff room table.
2. Place copies of the news page, along with articles related to their subject area, in teachers' boxes.
3. Leave copies in the students' lounge.
4. Tack the CX Online Daily Career News on bulletin boards around the school.
5. Select one article description from the news and feature it on the daily announcements.
6. Create a location in the career center where the news can be obtained daily.
7. Use selected Daily Career News pages in parent newsletters.

Variation:

1. Choose two to four students to be "peer career information officers." Have them design a plan to distribute the Daily Career News throughout the school, and receive credit hours or some form of recognition for their work.

This application is not intended to produce any given result and is provided as an idea only. It is intended that any professionals choosing to use the ideas provided will plan their activities and adapt the ideas and lesson plans for their own individual requirements.

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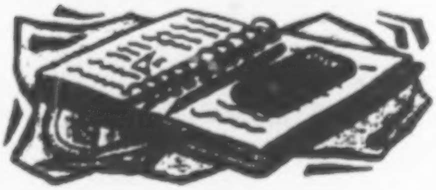
LESSON PLANS



My Personal Lifeline

draft

Target Grades: Grades 7 to 9

Time Required: 50 to 60 Minutes

Overview:

Our lives are made up of a series of events. Some events are very predictable and others are not so predictable. If we look back on our lives, we will recognize that some decisions were required and made around a particular event. Similarly, if we look to the future, we will see that some events that are predictable will require decisions.

If we know that some events will occur, we can prepare for them and increase our ability to assist with the decision-making that may be required. Students will have the opportunity to identify decisions that they have made in the past and possible decisions that they will have to make in the future.

Purpose:

To understand that most major events in one's life require decision-making.

Lesson Outcomes:

Students will be able to:

- identify decision points along their lifeline
- identify which decisions relate to their career path
- predict where decision points may occur in the future
- identify steps to be taken to make these decisions

Materials:

- Lifeline Worksheet
  HTML version / Adobe (.PDF) version
- Overhead transparency of the Lifeline Worksheet
- Access to CX Online or the CD-ROM supplement

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- Access to CX Online or the CD-ROM supplement

Lesson Activities

1. As the facilitator, have the Lifeline Worksheet on an overhead transparency. Introduce the activity by discussing a sample lifeline that you have created or some use aspects of your own lifeline. Identify the more significant events that occurred. Identify what decisions needed to be made and how the decisions affected the event.

2. Have the students discuss the decisions that were made using the sample lifeline.

3. For example, use your decision point where you decided to go to on to further education (such as university). Discuss:
   - What type of decision had to be made?
   - What factors affected your decision (for example: whether to go to university or college, what program to take, what courses to take within the program, how much it would cost... whether you can afford to go)?

4. Record the student comments. Have them understand that one "big" decision has many small decisions.

5. Hand out the worksheet and have them complete the Birth to Present chart to create their own lifeline. Have them focus on events they would be willing to share (do not have them list all their life events and decision points).

6. Have them pick one event and list the decisions that they had to make during that event.

7. Once students have completed this activity, they can complete the Present to Future chart on the worksheet. In this activity, students look ahead to their future. Have them look 10 years ahead and predict some events where decisions will need to be made.

8. Have them identify ways they can prepare for these decisions. Have them describe the event, identify the decision and list all the components of the decision.

9. In pairs, have them discuss their event and the decisions that have to be made. Have them add other ideas to their partners' "decisions list."

10. In a whole group, have them share their ideas on:
    - Why is it important to think ahead?
    - What happens if you just wait for life to "happen"?
    - If you know there are decisions that have to be made, is it easier to prepare for the decision?

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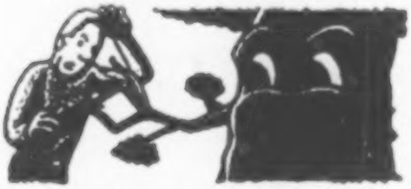
career information



Park Interpreter

By Cassandra Savage

· The National Park Service will keep park interpreters busy in 2000 by enticing visitors with cheap park passes. According to an article on CNN.com, the National Park Service expects to sell 485,000 of the $50 passes in 2000, raising $160 million. The passes are good for an entire year!

The Work

· Park interpreters help visitors gain an understanding of the natural and cultural heritage of parks. They explain what makes historical sites significant, tell how geology created natural wonders or answer questions about the wildlife.

Park Interpreter
AT A GLANCE

Help visitors get the information they want

- Some jobs are seasonal
- Interpreters work in a host of settings, from urban museums to wilderness parks
- A degree in parks management or history is good

draft

Sometimes they take visitors back in time by performing the role of someone from an earlier age. They dress in period outfits and even speak like someone would have 200 or 300 years ago. Interpreters are often quite theatrical people.

Paul Thistle is a museum director and curator just outside of Alaska. He hires interpreters every summer to portray characters that lived in Alaska and the Yukon during the Klondike gold rush of 1896.

"We're looking for people who have some dramatic background or experience, whether it's Sunday school or school plays or theater courses in university," says Thistle.

The most widely accepted definition of interpretation was penned by Freeman Tilden in 1957: "An educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information."

· Park interpreters may simply wait at the park office to answer visitors'

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questions. Or they may lead groups on tours or welcome them at a visitor's center. Whatever they do, good interpreters know the information cold and are always finding creative new ways to explain it.

That usually means creating different interpretive programs. Interpreters may use visual aids -- movies, pictures, artifacts -- or role-playing, costumes and storytelling.

Thistle expects his interpreters to go beyond the call of duty and come up with creative ways to present the gold rush.

"We want them to use their creativity in this job," says Thistle. "We want them to develop above and beyond the specific requirements of the job. We give them latitude for developing special projects or ideas that they have. So we're looking for someone with a lot of enthusiasm."

Paul Thistle is a museum director and curator just outside of Alaska He hires interpreters every summer to portray characters that lived in Alaska and the Yukon during the Klondike gold rush of 1896

· Interpreters work in a host of settings, from urban museums to wilderness parks.

Not all interpreters wear period costumes and speak in old English. Many park interpreters are dressed in traditional ranger outfits. But they're just as ready to help immerse visitors in a park's natural or human history.

· Good interpreters are comfortable with researching history in any number of ways. Some gather oral history from living people. Others comb through archives and piece together a vivid historical tale from history texts, artifacts and other sources.

The most important skill they can have is the ability to communicate.

The Facts

· The closest related category in the Occupational Outlook Handbook is recreation workers. According to the OOH, the field is expected to grow about as fast as average through 2008. Prospects for college or high school students looking for seasonal work are better, reports the OOH.

Tim Merriman, executive director of the National Association for Interpretation, has a more positive view on the job outlook for interpreters: "I'd say it's excellent and it's growing -- mostly in tourism."

· According to the OOH, the median hourly earnings for recreation workers in 1998 were $7.93. Supervisors and managers earned significantly more.

Merriman says tips often bump up interpreters' incomes.

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"There are a lot of seasonal and what I would call non-permanent type positions -- seasonal guides with tour companies, et cetera. Those probably pay more in the range of $18,000 a year, but they're very often allowed to take tips and they end up in the [$20,000 range] because of it," explains Merriman.

Education

No formal education is required for most interpreting positions. But most park interpreters have some post-secondary education. Many pursue associate or bachelor's degrees in park management or a related field. Others study history.

- In 1998, the National Association for Interpretation began certifying interpreters who have a bachelor's degree or 8,000 hours of experience in their field.

Interpreters can learn the basics of their trade through one of several short-term training programs. Courses focus on how to develop appropriate interpreter programs and effective communication.

- Thistle's got some advice for aspiring interpreters: "If they want to be a historic interpreter, they've got to know some history. Or, if they're into natural history, [and] if they want to spend a summer interpreting a natural park, they've got to know something about biology and botany."

- Here are some examples of schools offering related training:

University of Wisconsin
College of Natural Resources
Stevens Point, WI 54481
E-mail: smenzel@uwsp.edu
Internet: http://cnr.uwsp.edu/

National Association for Interpretation
Certification Program
P.O. Box 2246
Fort Collins, CO 80522
Toll-free: 888-900-8283
E-mail: naiexec@aol.com
Internet: http://www.interpnet.com/interpnet/miscpages/programs/main.htm

Associations

National Association for Interpretation
P.O. Box 2246
Fort Collins, CO 80522

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Toll-free: 888-900-8283
E-mail: naiexec@aol.com
Internet: http://www.interpnet.org/interpnet/about.htm

Publications

Interpretation for the 21st Century:
15 Guiding Principles,
by Larry Beck and Ted Cable

Interpretation of Cultural and Natural Resources,
by Douglas Knudson, Larry Beck, and Ted Cable

Interpreting Our Heritage,
by Freeman Tilden

Net Sites

Occupational Outlook Handbook

For more information related to this field, see Recreation Workers in the OOH

http://stats.bls.gov/oco/ocos058.htm

Waysite

An interpretive page maintained by the U.S. National Park Service

http://www.nps.gov/waysite/

Old Sturbridge Village

An attraction in Massachusetts where interpreters dress as 18th-century villagers

http://www.osv.org/

draft

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career information

Park Interpreter

[illegible]

By Cassandra Savage

draft

Park interpreters use math in their work almost daily. They may count visitors or draft budgets for their proposed interpretative exhibits.

You have just developed a new interpretative talk to give to visitors to the colonial village where you work. On Monday, you'll put it into effect for the first time. This talk is different from the previous one you used. It may affect how many visitors you can handle on any given day.

You draft a copy of the talk and find it has 2,400 words. You do a test run and figure it takes 5 minutes to say 750 words. For each talk, you'll also want to leave 15 minutes for questions. To make it possible for everyone to ask questions, you like to limit the number of people in your groups to 30 visitors.

If you work an 8-hour shift and take a full hour for breaks, how many visitors in total can you handle in a single day? How many can you handle in a 5-day workweek?

Want to see the solution?

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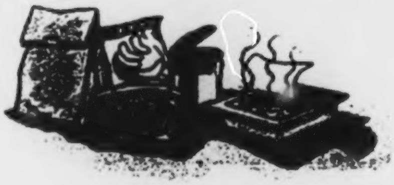
pathways



Food Science Degree

By Elizabeth Nadler

Information

- Have you ever wondered who determines the cooking instructions on the package of frozen pizza pockets? Or how to keep canned green beans green? Food scientists do this, plus a lot more. They use their knowledge of chemistry, physics and microbiology to research and develop new and better ways of preserving, processing, packaging and storing foods.

- Food science degrees are offered at many colleges and universities. Prospective undergraduates should have an interest in applied science, says Charles Edwards, a professor and food scientist at Washington State University.

draft

Getting Ready

High School Courses

- Biology, Chemistry and Physics
- English
- Math

Experience and Interests

- Computer knowledge
- Food industry work experience

Requirements vary by school. Contact your local college or university for more information.

High schools offer basic sciences (chemistry, physics, and biology), which teach you how to look at specific molecules. You'll need these basics in food science, says Edwards, because "we look at the bigger picture -- we take the knowledge of those molecules and apply it to a real-world situation."

Real-world situations include making sure french fries retain their golden color while being deep fried in spitting hot oil. They include figuring out the right time and method to pick and ship fruit so it gets to the supermarket unscathed. It was a food scientist who discovered that spraying wax on an apple will help to keep it fresh.

- Students in this field need an interest in food, lab skills and oral and written communication skills. "You're dealing with multiple audiences," Edwards explains. "On one side, you have business folk involved with the companies who don't necessarily speak technical language, and on another side you're working with people who are doing the day-to-day processing (production lines), who sometimes don't have a high school education --

you have to be able to communicate with everybody."

Computer skills are a prerequisite in almost all programs these days. "If you're not computer literate and you're a college student, then you're in trouble," Edwards warns. "With technology taking off left and right, it's not normally a problem, but you definitely should have computer knowledge." At the very least, you'll be writing term papers on computers, and at the graduate level, computers play a big part in research.

- If you're planning to enroll in an undergraduate food science program, you might want to check out the Institute of Food Technologists (IFT) Web site. As well as providing a list of accredited schools, the institute offers scholarships to those who meet the criteria based on academic standing, ability and personality.

"Students should go to an IFT-accredited school," says Alex Speers, a food science professor. "It gives an advantage to students -- the most obvious are the scholarships, but also it's sort of a badge, because there's no formal accreditation other than that [for food science programs]."

- Typically, food science programs are set up so first- and second-year students take basic chemistry, microbiology, and biochemistry classes. Then, the majority of the food science classes are taken in the junior and senior years.

"Once you get through the basic sciences, you're off into a different part of the curriculum which focuses on the applied aspects of food science -- food processing, chemistry, microbiology, et cetera," says Edwards.

- You can help prepare yourself for this program by concentrating on high school science classes, and by finding after-school work in the food industry. Ideally, getting a job in a food processing plant is the best way to get a taste of what's to come, but you can also reap a lot of background knowledge by working in a restaurant-type setting.

'Food science is a combination of agriculture, biology, chemistry, biochemistry, some physics, some engineering and some psychology -- all very neat subjects when combined together'

"You're still exposed to things such as food safety issues," says Edwards. "We all are aware of the potential hazards regarding microorganisms and how they can spoil food and make people sick -- you can certainly learn those types of issues by working in any aspect of the food industry."

Undergraduate expenses in food science are similar to those for almost any

Draft

other program. Textbooks are often expensive and can cost anywhere from $75 to $200 per semester and sometimes more.

Edwards does not ask that students purchase a textbook for his class because the one he uses costs $325 -- he gives handouts instead. Many professors will follow this example because they know students simply cannot afford this expense. Other costs include lab books and lab coats.

You can offset these costs by finding summer internships, which Edwards says are always around. "One of the beauties of being in this field is there are a number of internships available, so it's relatively easy for undergrads to get employment during the summer."

· According to the Occupational Outlook Handbook, the minimum educational requirement for employment in this field is a bachelor's degree. Food science undergraduate programs typically run three or four years. Research scientists require a master's or a doctoral degree (another four years or more), so be prepared for a lot of studying and hard work.

· Professors say the job outlook for food science grads is good. "More and more people are not living on farms or they're living farther away from farms," says Edwards. "And that means they are getting their food from supermarkets."

This in turn means new and improved methods of processing and shipping are constantly needed -- enter the food scientist.

The Inside Track

When Shane Patelakis learned how some foods were processed, he changed his diet. "Once you know more about a food and how it's processed, you kind of lose interest in it," he says. "Particularly meat processing ... there are some good producers out there, but you do hear horror stories."

International trade has forced welcome changes in the standards of food processing, and Patelakis says those standards have risen substantially -- he's even started eating wieners again.

Lisa Ritcey began university with the intentions of getting a bachelor's degree in general science. She didn't specialize at first because she didn't really know what she wanted to do. She took two years of general science and then came across some pamphlets about food science, which she found interesting.

"I knew there were jobs out there for this," she says. "And I didn't want to specialize in something which would leave me high and dry in the job market."

Ritcey found the versatility appealing -- there

Student Finance 101

Tuition

Draft

are a multitude of areas in which a food scientist can concentrate, she says. A food science program was an ideal way of combining her scientific mind and her interest in food production.

"I knew I was going to learn about how food is produced, the science behind it ... and I was curious as to how it was done."

Jeff Bohlscheid began working as a cook after he finished college, and eventually worked his way up to chef. He says he's always been fascinated with the way food behaves when it's prepared and cooked.

"I was very interested in flavors and wine-making, so I eventually returned to college where I completed a chemistry degree and then went on to graduate school," he explains.

- According to the National Center for Education Statistics, the average tuition for public universities and colleges was about $10,800 for the 1998 school year.
- To attend a private university or college costs about $20,000.

Other Costs

- Texts can cost $75 to $200 per semester.
- You'll need lab coats and lab books.

Draft

Bohlscheid had a difficult time in graduate school because he hadn't been a food science undergraduate student. Although his chemistry degree helped, there's a lot more to food science than chemistry.

"The major problem is that the graduate program assumes one has a background in food science," he laments. "I don't have that background and have to spend time getting caught up in the field. Food science is a combination of agriculture, biology, chemistry, biochemistry, some physics, some engineering and some psychology -- all very neat subjects when combined together."

Patelakis is currently working at a food technology center and completing his master's, but he remembers his undergrad years fondly. He agrees with Bohlsheid that there are difficulties if a student does not have the science background.

"We had courses such as product development and food analysis," he explains. "Those classes give you the tools to do it properly; the background in doing food product development and process development."

Ritcey enjoyed the industry tours included in her program, because it meant seeing first-hand how things are done. Getting into the industry is the most difficult aspect of the undergraduate program, so the best type of food science program is one which offers a co-op option. It might cost about $200 to $300 more, but it's well worth it.

"The major hurdle is getting your foot in the door," Patelakis says. "I would turn down an offer from a better school in favor of one which offered co-op -- without the work experience, no one will hire you, so you have to get in any way you can."

Undergrads can expect to have about two to three hours of homework per night. Some of the expenses involved in a food science program include dissection kits, textbooks, lab books, lab coats, for a total cost of about $500 per semester. Bohlscheid has some sound advice for saving on these costs, such as bypassing any impulse buying.

"Saving money is about discipline," he explains. "One trick is to use loose-leaf paper -- buy tons when it's on sale -- it never spoils, and you can reuse the binders. Try to share books, if possible. Don't waste money on fancy pens and learning aids - [that's] just a waste of funds. One really only needs a few basic items."

Other advice includes reading trade journals and contacting trade organizations, such as The Institute of Food Technologists (IFT), and getting involved in departmental clubs and activities, because it ensures a network of support.

"Work hard in math!" Bohlscheid emphasizes. "It's worth it, believe me. Food science is a great field that is going in many directions. There will be many jobs in the future."

Everyone involved in food science emphasizes that we are so far removed from farming that most of us don't know how our foods get to the grocery store. We know that ground beef comes from a cow, for example, but that's about as far as it goes -- we don't realize what processes are involved in getting the meat from the animal, or getting the bananas from the tree, and making sure they reach the supermarket shelf.

"If you've grown up on a farm, you get used to it and then don't even think about it," says Patelakis. "But for the rest of us, everything is so conveniently in the stores, and we'd be scared if we saw the process of meat processing."

Bohlscheid has honed his food science interest down to that involved in flavors, particularly in wine-making. Ultimately, he hopes to work as a professor or researcher in food science. If that doesn't come to be, there are other opportunities in the yeast manufacturing business and winemaking.

Ritcey has already attained a large part of her goal. She works for McCain Foods as a microbiologist, and hopes to become more involved with quality control -- such as ensuring we don't hear any more horror stories about food-processing.

Connections

Here's a sampling of schools offering food science programs:

Draft

University of Idaho
Department of Food Science and Toxicology
and the School of Family and Consumer Sciences
203A Food Research Center
Moscow, ID 83844-1053
Phone: 208-885-9072
Fax: 208-885-2567
E-mail: fstasl@uidaho.edu
Internet: http://www.uidaho.edu/fst//

Texas Tech University
Department of Animal Science and Food Technology
College of Agricultural Sciences and Natural Resources
P.O. Box 42123
Lubbock, TX 79409-2123
Phone: 806-742-2808
Fax: 806-742-2836
Internet: http://www.asft.ttu.edu/

Draft

University of Nebraska-Lincoln
352 Food Industry Complex
Lincoln, NE 68583-0919
Phone: 402-472-5616
Fax: 402-472-1693
Internet: http://foodsci.unl.edu/foodsci/fstug1.htm

Rutgers University (State University of New Jersey)
Food Science Department
65 Dudley Rd. Cook College
New Brunswick, NJ 08901-8520
Phone: 732-932-9611 (Ext. 231)
Fax: 732-932-6776
E-mail: ludescher@aesop.rutgers.edu
Internet: http://foodsci.rutgers.edu/

University of Florida
359D Food Science and Human Nutrition Building
PO Box 110370
Gainesville, FL 32611-0370
Phone: 352-392-1991 (Ext. 202)
Fax: 352-846-1157
E-mail: DLAR@gnv.ifas.ufl.edu
Internet: http://fshn.ifas.ufl.edu/index.htm

Associations

Institute of Food Technologists
Ste. 300, 221 N. LaSalle St.
Chicago, IL 60601-1291
Phone: 312-782-8424
Fax: 312-0782-8348

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Fax: 312-0782-8348
E-mail: info@ift.org
Internet: http://www.ift.org/

Net Sites

Occupational Outlook Handbook

For more information related to this field of study, see Agricultural Scientists

http://stats.bls.gov/oco/ocos046.htm

U.S. Department of Agriculture Food Safety Page

add to portfolio

http://www.foodsafety.gov/

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draft

E

"Quad City Curriculum" Sample

GRADE FIVE
Student Competencies

GOALS	STUDENTS WILL...	
I. PERSONAL/SOCIAL		
A. Gaining Self-Awareness	Specify personal characteristics they value	
B. Developing Positive Attitudes	Define "values" and describe their own	
C. Making Healthy Choices	Determine situations that produce unhappy, angry or anxious feelings and describe how they deal with these feelings	
D. Respecting Others	Specify personal characteristics they value in others	
E. Gaining Responsibility	Describe ways to express feelings in a socially acceptable manner	X
F. Developing Relationship Skills	Recognize cultural differences and describe ways to accept these differences	
G. Resolving Conflicts		
H. Making Effective Decisions	Apply a decision-making process	
II. CAREER/VOCATIONAL		
A. Planning a Career Identity	Define lifestyle and discuss what influences it	
B. Planning for the Future	Imagine what they would like to be doing in fifteen years	
C. Combating Career Stereotyping	Describe stereotypes that are associated with certain jobs	
D. Analyzing Skills and Interests	Describe the meaning of "value" and how values influence goals	
III. ACADEMIC/EDUCATION		
A. Applying Effective Study Skills	Recognize the importance of completing assignments	
B. Setting Goals	Value learning both in and out of school	
C. Learning Effectively	Recognize differences in the way they learn for different subjects, settings and objectives	
D. Gaining Test Taking Skills	Describe how they prepare for tests	

Grade 5

I. Personal/Social

E. Gaining Responsibility: Describe ways to express feelings in a socially acceptable manner

Activity One: Adapted from Discover a Future That Works

We All Have Choices

Objective

Students will examine alternative ways of expressing feelings.

Materials

Activity sheet, pencil

Time Needed: 20 minutes

Activity

1. Have students complete "How Should I Respond" activity sheet.

2. Discuss the students' responses to the activity sheet.

3. Discuss reactions to situations that indicate feelings (both positive and negative).

4. Discuss consequences of different responses to the same situation. Do this by going through each of the situations on the sheet.

5. Summarize by emphasizing through discussion that:
    - the way we respond is our choice, and
    - that by our choice we also choose the consequences.

How Should I Respond

Directions: The following sentences provide possible ways of reacting to a situation. Think of possible reactions to each situation. Choose the alternative you think is best and consider what the consequences of the choice may be.

1. Another student calls you a dummy. You should:
    a. Say, "I'm smarter than you"
    b. Ignore the person
    c. Plan to get even with the person
    d. or ____

    Consequences of this choice might be ________________________________

2. Your teacher said you were doing much better at your school work. You should:
    a. Smile
    b. Feel embarrassed
    c. or ____

    Consequences of this choice might be ________________________________

3. You find out that your little brother left your tape player on and the batteries are dead. You should:
    a. Say nothing and decide to put your things away in the future
    b. Tear up something of his
    c. Tell your mother what a brat he is
    d. or ____

    Consequences of this choice might be ________________________________

4. Your best friend is invited to a party and you weren't invited. You could:
    a. Say, "I didn't want to go anyway"
    b. Tell her or him you'll be mad if he or she goes when you cannot
    c. Ask if you can go too
    d. or ____

    Consequences of this choice might be ________________________________

Grade 5

I. Personal/Social

E. Gaining Responsibility: Describe ways to express feelings in a socially acceptable manner

Activity Two: Adapted from Personal and Social Skills

Don't Say "You" -- Say "I"

Objective

Students will practice communicating with "I" messages.

Materials

Activity sheet, pencil

Time Needed: 30 minutes

Introduction

The way we say things makes a difference in communicating effectively in a situation. An "I" message helps the other person understand whereas a "you" message is a blaming message.

Activity

1. Teach the students what is meant by an "I" message. You might choose to use the following information and pattern:

When another person does something we don't like, we may be tempted to send the person a **"you"** message. "You" messages get their name from the fact that they often start with the word "you." They are blaming messages. They can make the other person feel mad or hurt - and they can make the situation worse.

Try using an **"I" message** instead. "I" messages talk about your feelings and needs. They can help the other person understand you. Here's how to make an "I" message:

1) **Describe the situation.**
   It may help to begin with the words, "When..." or "When you..."
2) **Say how you feel.**
   "When you......., I feel......."
3) **Describe what you want the person to do.**
   "When you......., I feel......, and I want you to ...."

2. Practice examples of "I" messages as a class.

a. "You" Message
   "What did you want, Sammy?"
   "You sneak! You took my bike without asking. If you ever touch it again, I'll knock your head off!"

"I" Message
   "What did you want, Sammy?"
   "When I discover my bike is gone, I feel really scared. I want you to ask me before you use it."

b. "You" Message
   "Cindy, this phone does not belong to you! If you don't hang up right now, I'm going to tell Mom. You're such a selfish hog!"

"I" Message
   "When you .... I feel........... and I want you to.........."

c. "You" Message
"All the other kids are going to the party! It's not fair that you make me stay at home and baby-sit all the time. You're ruining my life!"
"I" Message
"When you .... I feel........... and I want you to.........."

3. Have students continue practicing "I" statements by completing the worksheet.

Writing "I"- Statements

For each statement in the left hand column, write an "I"-statement.

STATEMENT	I-STATEMENT
You're always putting me down!	
You're always trying to run my life!	
That's really stupid!	
You don't really care about me!	
You shouldn't do that!	
You really don't care what I think!	
You're mean to me!	
None of my friends like me!	
You are always making me late for school!	
You gave me a lower grade than I deserve!	
You only think of yourself!	

Grade 5

I. Personal/Social
  E. Gaining Responsibility: Describe ways to express feelings in a socially acceptable manner
    Activity Three: Adapted from Interactions

I Would Like

Objective
Students will increase their sensitivity to the feelings of others when expressing anger.

Materials
Activity page, chalkboard, chalk

Time Needed: 25 minutes

Introduction
Students will identify ways that people express anger, and categorize them as appropriate (not harmful) or inappropriate (harmful). They will have a chance to determine if they treat others the way they wish to be treated when angry.

Activity
1. Make two columns on the chalkboard which read: Feels OK / Does Not Feel OK.

2. Ask students to brainstorm a list of ways others have treated them when angry. Have them tell if these felt OK or not OK. Discuss the reasons.

3. Then go over the Feels OK list and ask students if they treat others in the ways that feel OK to them. Ask what stops them if the don't. Help students develop the ability to treat others the way they would like to be treated and to be sensitive to how others feel with their expression of anger.

4. Point out the appropriate (not harmful) and the inappropriate (harmful) ways one can be treated. Comment: Children that are physically or emotionally abused at home may not know the differences.

5. Have students answer and discuss the following questions:
  * When someone expresses angry feelings at me, I can handle it if ...
  * When I'm angry with someone, I can express it best when/if ...
  * When someone expresses hi/her anger toward you, what is most hurtful? Most helpful? Most frightening?
  * What would you like to change about the way you treat others? Others treat you?
  * What can you do if someone is expressing anger in an inappropriate/harmful way to you?

6. Distribute the activity sheet. children can develop sensitivity toward others when they examine the ways they would like to be treated themselves. The sheet may help the child discover that when anger is dealt with appropriately in relationships, conflicts can be resolved.

I Would Like...

Circle the ways you treat others when you are angry with them. See if they are the same ways that you expect and like to be treated when others are angry with you!

I am sensitive to the other person's feelings.

I like to make up after I have expressed myself.

I forgive the person after I have expressed myself.

I like to discuss and resolve our conflicts when and if possible.

I speak to the person about my feelings. I do not yell at him/her.

I give the other person a chance to express his/her point of view.

I tell the person specific behaviors that made me angry.

I express my anger in a private place where other people cannot hear

I do not talk behind the person's back. I keep what is between us, between us!

Do you treat others the way you say you like to be treated? Do you treat others in harmful ways when you are angry? Suggestion: Take this sheet home and discuss this with your family members.

GRADE FIVE

Student Competencies

GOALS	STUDENTS WILL...	
I. PERSONAL/SOCIAL		
A. Gaining Self-Awareness	Specify personal characteristics they value	
B. Developing Positive Attitudes	Define "values" and describe their own	
C. Making Healthy Choices	Determine situations that produce unhappy, angry or anxious feelings and describe how they deal with these feelings	
D. Respecting Others	Specify personal characteristics they value in others	
E. Gaining Responsibility	Describe ways to express feelings in a socially acceptable manner	
F. Developing Relationship Skills	Recognize cultural differences and describe ways to accept these differences	
G. Resolving Conflicts		
H. Making Effective Decisions	Apply a decision-making process	
II. CAREER/VOCATIONAL		
A. Planning a Career Identity	Define lifestyle and discuss what influences it	
B. Planning for the Future	Imagine what they would like to be doing in fifteen years	
C. Combating Career Stereotyping	Describe stereotypes that are associated with certain jobs	X
D. Analyzing Skills and Interests	Describe the meaning of "value" and how values influence goals	
III. ACADEMIC/EDUCATION		
A. Applying Effective Study Skills	Recognize the importance of completing assignments	
B. Setting Goals	Value learning both in and out of school	
C. Learning Effectively	Recognize differences in the way they learn for different subjects, settings and objectives	
D. Gaining Test Taking Skills	Describe how they prepare for tests	

Grade 5

II. Career/Vocational

C. Combating Career Stereotyping: Describe stereotypes that are associated with certain jobs

Activity One: Adapted from Developmental Guidance Classroom Activities

VOCATIONAL EDUCATION LABOR MARKET

Objective

Students will recognize the effects of male/female roles on career choices.

Materials

"Vocational Education Labor Market Picture" scale, pencil

Time Needed: 20 minutes

Introduction

By examining labor market statistics, students will have the chance to recognize the influence gender plays in employment opportunities and career choices.

Activity

1. Discuss the labor market by looking at various categories (e.g., trade and industry, business and office, marketing and distribution, health, agriculture, home economics, technical.) Ask students to suggest careers in each category.

2. Distribute the handout. Look over the careers in each category. Did students have appropriate careers suggested in all areas?

3. Examine male/female employment rates while comparing unemployment rates for each category.

4. Draw conclusions about job interests and expectations for employment in that area.

Comment

Although these scales were compiled in 1979, they can be helpful in developing student awareness of trends in occupations.

VOCATIONAL EDUCATION LABOR MARKET PICTURE
(in thousands)

		Employed			Unemployed		
		Total	Male	Female	Total	Male	Female
I.	Trade and Industry						
	A. Plumber	436	434	2	21	21	0
	B. Radio & TV Repairer	131	127	4	3	3	0
	C. Welder	713	681	32	52	47	5
	D. Cosmetologist/Hairdresser	575	63	513	13	3	10
	E. Press Operator	190	170	21	7	6	1
	F. Upholsterer	56	44	12	3	2	1
II.	Business and Office						
	A. Bookkeeper	1910	169	1740	57	4	54
	B. Office Machine Operator	66	19	46	4	1	3
	C. Computer Operator	453	174	279	12	5	6
	D. Typist	1020	34	986	65	3	61
	E. Bank Teller	493	35	458	19	2	18
III.	Marketing & Distribution						
	A. Retail Salesperson	2362	690	1671	141	32	109
	B. Cashier	1477	179	1298	142	13	190
	C. Inventory Clerk	529	360	169	25	15	10
IV.	Health						
	A. Dental Assistant	134	3	131	9	0	9
	B. Medical Records	14	2	12	0	0	0
	C. Health Aide/Home Care Aide	272	34	238	13	1	11
	D. Hospital Aide	1024	129	896	86	8	77
V.	Agriculture						
	A. Agricultural Mechanic	66	65	0	2	1	1
	B. Forester	57	52	5	4	3	1
	C. Groundskeeper (golf course)	615	577	38	66	59	7
VI.	Home Economics						
	A. Child Care Aide	441	21	420	25	2	22
	B. Personal Service Attendant	88	28	60	9	3	5
	C. Food Service Worker	519	127	392	44	14	31
VII.	Technical						
	A. Surveyor	85	85	3	5	4	1
	B. Mechanical Engineer	17	16	1	0	0	0
	C. Electrical Technician	251	226	24	6	5	1

1979 Bureau of Labor Statistics, U.S. Department of Labor

II. Career/Vocational

C. Combating Career Stereotyping: Describe stereotypes that are associated with certain jobs
Activity Two: Adapted from Developmental Guidance Classroom Activities

Roles and Behaviors

Objective

Students will determine whether sex-role stereotypes influence how they act out and respond to situations.

Materials

Small pieces of paper, two containers

Time Needed: 20 minutes

Activity

1. Explain to the class that you have prepared a game for them which is very similar to charades. You have prepared a number of pieces of paper, each of which has either "boy" or "girl" written on it. You have also prepared a number of situations.

2. Have each student draw two slips of paper. One slip tells them to be a boy or a girl. The other slip tells them about a situation. Some possible situations:
    a. Two employees get into a hot argument.
    b. A co-worker is cheating the employer.
    c. You lost your company uniform.
    d. An employee under your supervision is regularly late for work.
    e. Your co-workers plan a birthday celebration for you.
    f. You receive an "Outstanding Employee Award".

3. Have students act out the ending of the situation they picked.

4. The class then tries to guess whether they are acting as a boy or a girl and identify the situation.

5. After students have completed the game, ask them to discuss what took place. Ask them the following types of open-ended questions:
    Was it easier to guess the situation or the sex they were portraying?
    Do boys and girls act differently in similar situations?
    Are boys and girls treated alike or differently in similar situations?

Comment

Try to have each situation role played by a student acting as a boy and repeated by a student acting as a girl.

GRADE SEVEN

Student Competencies

GOALS	STUDENT WILL...	
I. PERSONAL/SOCIAL		
A. Gaining Self-Awareness	Compare their characteristics & abilities with those of others, and identify their strengths	
B. Developing Positive Attitudes	Discuss ways to organize their time and personal resources	X
C. Making Healthy Choices	Distinguish between substances helpful and harmful to physical health	
D. Respecting Others	Compare their personalities with others & identify their unique traits	
E. Gaining Responsibility	Discuss the responsibilities of students in the school environment	
F. Developing Relationship Skills	Analyze the pressure they feel from peers	
G. Resolving Conflicts	Evaluate how listening and talking accurately helps in solving problems	
H. Making Effective Decisions	Provide examples of how past decisions have affected present actions	
II. CAREER/VOCATIONAL		
A. Planning a Career Identity	Explain how needs can be met in work and in leisure	
B. Planning For The Future	Predict the ways in which some present careers may be different in the future	
C. Combating Career Stereotyping	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced	
D. Analyzing Skills and Interests	Analyze various methods of monitoring their progress toward a goal	
III. ACADEMIC/EDUCATION		
A. Applying Effective Study Skills	Develop a plan for monitoring study time	
B. Setting Goals	Describe what motivates them to perform well	
C. Learning Effectively	Describe ways in which others learn	
D. Gaining Test Taking Skills	Describe ways to study for different types of tests	

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Grade 7

I. Personal/Social

B. Developing Positive Attitudes. Discuss ways to organize their time and personal resources

Activity One: Adopted from Seals Plus

TIME for TIPS & TIPS for TIME

Objective:

To identify components for an individualized time management system.

To establish one immediate time management goal.

General Comments:

Effective time management is beneficial to self-esteem, relationships with others, life balance and most all other aspects of life. By evaluating various time management tips, one can design an effective, individualized time management system.

Materials Needed:

Handout "*Time for Tips & Tips for Time*" (on the following page)

Time Needed: 40 minutes

Activity:

1. Discuss new and challenging vocabulary.
2. Distribute hand out and discuss time management tips.
3. Encourage students to write in the spaces provided, comments to assist them with their own personal situations.
4. Elicit feedback from the class on additional time management tips.
5. Instruct students to set appropriate goals.
6. Process benefits of effective time management.
7. Close by asking each student to name one time management tip they plan to use.

Optional Activity:

1. Discuss new or challenging vocabulary.
2. Distribute handouts and discuss time management tips.
3. Distribute a blank card to each student.
4. Instruct them to write a time management tip s/he would like to share with the group, e.g., writing homework in an assignment notebook.
5. Collect cards and put in a basket.
6. Pass basket around and instruct students to choose one card (not their own) and read aloud. Encourage discussion of each tip.
7. Compare and contrast the time management tips from the class with those on the handout.
8. Close by asking each student to name one time management tip they plan to use.

TIME for TIPS & TIPS for TIME

View the following list and choose the tips that fit your particular time management needs! Remember to make a time management plan of your own so that it fits your personality. This way, it will work better for you!

1. Set realistic goals.
____

2. Make a list of tasks. Write the most important ones first, less important second, and so on.
____

3. Give yourself permission to say "NO"
____
____

4. Know what time of the day is best for you and plan activities around these times.
____
____

5. Ask yourself "What's the best use of my time right now?" and focus on that particular activity.
____

6. Remind yourself how good it feels to finish a task.
____

7. Ask for help.
____

8. Make a decision quickly and stick to it
____

9. Keep a positive attitude when faced with a difficult task. Break it down into smaller, easier steps.
____

10. Make use of "waiting" time by having small tasks/activities to do…or simply plan to enjoy this time and relax.
____

11. Ask for a quiet time or a quiet place. Create a place where you can work comfortably and without interruptions.
____

12. Reward yourself.
____

13. Remember…you don't have to be perfect.
____

14. Free time, leisure time, and exercise are important too.
____

Circle three "tips for time" that you can incorporate into your individualized time management system:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

GOAL Write one goal which needs attention now: ________________________________

____

A balanced lifestyle is a positive outcome of effective time management.

Grade 7

I Personal/Social

B Developing Positive Attitudes Discuss ways to organize their time and personal resources

Activity Two: Source: LinguiSystems, Inc.

ORGANIZING YOUR WORK AREA AT HOME

Objective:
Maintaining a special spot for studying becomes much easier when students establish a daily routine and make daily checks on their materials. Soon, the routine will be so common, they'll assume they've always been this organized at home!

General Comments:
Even if they share their workspace with other family members, they will be more organized if they have one special spot for studying.

Materials Needed:
Handouts "*6 Ways to Get Organized at Home*" and "*Let's Get Organized at Home*" (located on the following pages)

Time needed: two 30 minute sessions

Activity:

1. Have your students list and discuss reasons to have an organized work area, such as: easy availability for studying; knowing ahead of time where materials are located; never having to look for materials; and allowing for adequate lighting and proper ventilation.
2. Distribute handout: "6 Ways to Get Organized at Home." This two-page handout will help your students generate conversation for immediate problem-solving about their organization at home. You may want to emphasize the importance of establishing a routine at home, just like they have at school. Also, encourage your students to avoid studying in a place or chair that is too comfortable, such as a bed or a soft chair. They may get too sleepy to concentrate well.
3. Worksheet: "Let's Get Organized at Home," gives your students a chance to record the books and supplies they need to be organized every night at home. Have your students work on these independently. Then, checking against the list in the handout, have your students add the things they may have forgotten.

6 Ways to Get Organized at Home

Name ____________________

Getting organized to do your work at home is important, too. Talk about these 6 things you can do to get going on some good organizing at home!

- Are there some good places for you to study at home? Your list might include:

  your room
  the kitchen
  the den
  at your desk
  at the kitchen table
  at the dining room table

- What books do you need each night? Your list might include:

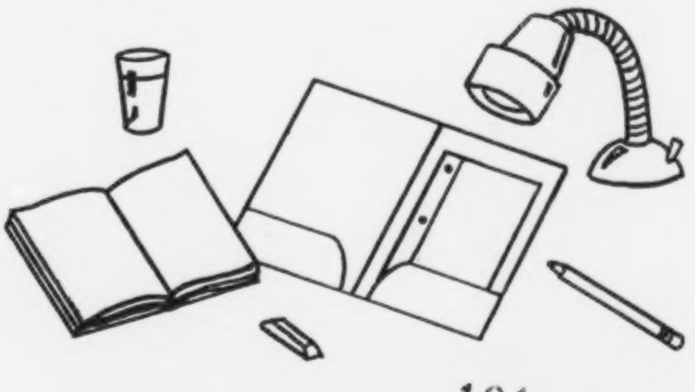
  assignment book
  textbooks
  folders
  notebooks
  workbooks

- What materials do you need every time you do homework? Your list might include:

  pencil
  pen
  eraser
  paper
  lamp
  pencil sharpener
  clock
  paper clips
  eyeglasses
  snack
  glass of water, juice, or other beverage

- What materials do you need often? These materials should be near your work place:

  dictionary
  highlighter
  scissors
  ruler
  index cards
  tape
  glue
  felt-tip pen
  bookmark
  globe or maps
  stapler
  staples



6 Ways to Get Organized at Home

Name ______________________

- Do you check to make sure you have everything you need before you begin your homework? If you do, you'll avoid wasting time and too many interruptions. Your checklist might look like this:

	Dates I Checked My Materials									
Things I Need When I Study										
MATERIALS										
Pencil										
Pencil sharpener										
Eraser										
Pen										
Paper										
Tape										
Glue										
Scissors										
Paper clips										
Stapler										
Index cards										
Highlighter										
Felt-tip markers										
Ruler										
Globe or maps										
Staples										
Book mark										
BOOKS										
Assignment book										
Dictionary										
Workbooks										
Text books										
Notebooks										
Subject folders										
OTHER										
Clock										
Snack										
Glass of water, etc.										
Lamp										
Eyeglasses										

- Do you check your supplies often? That way, you won't run out of paper when you have a report to write!

- **Let's Get Organized at Home** Name____________________

Let's list all your necessary books and study supplies on this form Can you think of some supplies you like or need that are special to you? List those, too!

	Dates I Checked My Materials									
Things I Need When I Study										
MATERIALS										
BOOKS										
OTHER										
SPECIAL MATERIALS I LIKE OR NEED										

I Personal/Social

B Developing Positive Attitudes: Discuss ways to organize their time and personal resources

Activity Three: Adopted from Developmental Guidance Classroom Activities Grades 7-9.

EMOTIONS AND HEALTH

Objective:

Students will discuss the relationship between how we feel about ourselves, our emotional adjustment and the maintenance of good health.

Materials Needed:

"*Being Straight With Yourself*" activity sheet (on the following page)
pencil or pen

Time Needed: 35 minutes

Activity:

1. Discuss the importance of healthy attitudes about yourself.
2. Distribute the activity sheet. Ask students to be honest about their self-evaluation as they score themselves.
3. After the students have finished, discuss the following questions:
    a. Was it difficult to answer these questions about yourself?
    b. How did you feel while answering these questions?
    c. Was it hard to be honest with yourself?
    d. How can it benefit you to answer these type of questions?
    e. How can we improve our attitudes about ourselves?
4. Have students discuss areas that they feel good about and those they would like to change and ways to make the changes.

BEING STRAIGHT WITH YOURSELF

Directions: Rate yourself on the following characteristics of mental health by circling the number on the scale which most nearly reflects the way you feel about yourself

	Never							Always		
1 When something really upsets me, I can manage to control my temper	1	2	3	4	5	6	7	8	9	10
2. When people disagree with me, I try to see their point of view.	1	2	3	4	5	6	7	8	9	10
3. When something goes wrong I usually blame other people.	1	2	3	4	5	6	7	8	9	10
4. I feel that I am totally responsible for my own decisions.	1	2	3	4	5	6	7	8	9	10
5. When things change, I tend to panic and jump to conclusions.	1	2	3	4	5	6	7	8	9	10
6. I try to think things out in a logical manner.	1	2	3	4	5	6	7	8	9	10
7. I usually do what my "head" tells me.	1	2	3	4	5	6	7	8	9	10
8. I usually do what my "heart" tells me.	1	2	3	4	5	6	7	8	9	10
9. I think people know they can count on me.	1	2	3	4	5	6	7	8	9	10
10. I think people feel that I am not very capable.	1	2	3	4	5	6	7	8	9	10
11. I personally feel that I am very capable.	1	2	3	4	5	6	7	8	9	10
12. When I lose in a game or sport, I am disappointed in myself.	1	2	3	4	5	6	7	8	9	10
13. When people criticize me, I get mad at them.	1	2	3	4	5	6	7	8	9	10
14. When people criticize my actions, I try to accept their advice and learn form them.	1	2	3	4	5	6	7	8	9	10
15. When I get upset, I cry easily.	1	2	3	4	5	6	7	8	9	10
16. I am afraid to meet new people.	1	2	3	4	5	6	7	8	9	10
17. I enjoy meeting new people and trying new things.	1	2	3	4	5	6	7	8	9	10
18. I am afraid to tell people what I really think.	1	2	3	4	5	6	7	8	9	10
19 I feel that most people do not know me very well.	1	2	3	4	5	6	7	8	9	10
20. I feel that I know myself very well.	1	2	3	4	5	6	7	8	9	10
21. I worry about things.	1	2	3	4	5	6	7	8	9	10
22. I feel that I am an important person.	1	2	3	4	5	6	7	8	9	10
23. I feel that I have many good friends.	1	2	3	4	5	6	7	8	9	10
24. In all honesty, I like myself.	1	2	3	4	5	6	7	8	9	10
25. Overall, I am a very happy person.	1	2	3	4	5	6	7	8	9	10

Career and Technical Education Consortium
501 East South Street P.O. Box 387
Freeport, Illinois 61032
Karen Johnson, System Director Pat Willging, Career Awareness Coordinator

Northwest Illinois Education to Careers
2998 W. Pearl City Road
Freeport, IL 61032
Thomas Purple, NWIL ETC Director

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Ronald J. Gidwitz
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Glenn W. McGee
State Superintendent

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October 1998 2M Project No. 99-320002-08-090-7230-51

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K-12 Career Awareness & Development Sequence

Executive Summary

A PROJECT FUNDED BY THE NORTHWEST ILLINOIS
EDUCATION TO CAREERS PARTNERSHIP

Development Facilitated by

CAREERTEC
CREATING FUTURES
P.O. Box 387
Freeport, Illinois 61032
(815) 232-0709

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Education to Careers

K-12 Career Awareness and Development Sequence

(Development Facilitated by CareerTEC)

Executive Summary

Every student needs an opportunity to prepare for a meaningful career.

It is the desire of every community that all students who enter kindergarten will eventually join the workforce as responsible capable adults. Without a world-class education system to adequately prepare them, they will not find the future that they deserve and that every parent desires for their child. Each community must determine how they will help young people to eventually enter the workforce and face the challenges of being productive citizens.

Employers need employees with academic foundations and the ability to apply them in a work setting.

It is predicted that in the year 2005 twenty percent of all jobs will require a four year or more college degree and sixty four percent will require more than a high school education and training but less than a four year degree. More than fifty percent of U.S. employers indicate that they cannot find qualified applicants for entry level positions. Students often graduate from high school unaware of career opportunities and uncertain of how they fit into the world of work. These issues can only be resolved by close partnerships between the business community and the educational community.

Career education is only accomplished by everyone working together.

All students need an opportunity to make connections between their educational experience and how it relates to life outside of school. This task is too large to place on a small group of people during the last few years of a student's school career. The effort must begin early and build through a well thought out sequence of activities and experiences interwoven throughout their K-12 school years. This encompasses not only the educational community but also all agencies and organizations that are involved in meeting the needs of all students.

College preparation is one component in a continuum of career education and preparation.

Career education is for all students. It helps them to examine and carefully think through many options and possibilities to identify and achieve their personal goals and dreams. Misconceptions exist that college preparation is unrelated to career education. The opposite is true. College preparation is an essential component in the continuum of educational opportunities available to all students to prepare for their desired careers.

Business partners provide meaningful connections

All students need age-appropriate career awareness and developmental activities to become productive citizens contributing to personal and societal economic well-being. Business partners provide meaningful connections between academic learning and adulthood. Through meaningful activities with business and industry partners, students make connections between academic learning and its application in future careers.

Meaningful career education has direct ties to the Illinois Learning Standards.

The Illinois Learning Standards, page vi, states "Workplace preparation is an important purpose of schooling. The standards incorporate knowledge and skills that will enable students to be successful in the workplace of their choice, as well as in their roles as citizens, family members and participants in society."

Career education may be integrated throughout regular classroom activities and curriculum.

Career awareness and development activities in the classroom are not add-ons but are an integral component to meeting the Illinois Learning Standards. They emphasize learning across all learning areas and especially target 1)solving problems, 2)communicating, 3)using technology, 4)working on teams and 5)making connections between school and the adult world.

Sequenced career awareness and development activities meet the needs of students.

The need for a plan that will guide learning activities that are sequential and will build upon previous career development foundations was expressed from a variety of sources throughout the business and educational communities. There are many educators and businesses who already willingly and actively provide career awareness activities. In addition, there is a need to be systematic and purposeful in delivery of those activities. As a result the Career Awareness and Development Sequence plan has been developed to meet that need. It not only guides curricula decisions and classroom activities but also provides a framework for business and agency involvement.

The Sequence provides a meaningful framework for teachers, agency partners and business partners.

The sequence provides guidelines for a well coordinated sequence of learning and for activities that allow students to gradually build a foundation upon which to build a lifetime of life-long learning. The Career Awareness and Development Pyramid provides a snapshot of the recommended *CareerTEC* Career Awareness and Development Sequence by grade level. The sequence is not mandatory. It provides a framework upon which all member schools may build a Career Awareness and Development Program that is meaningful to all students in grades K-12.

The Sequence builds upon skills learned in grades K-12 and lead to life-long learning.

The central idea of the Career Sequence Pyramid is to emphasize that each level builds upon the previous level and does not stand alone. Just as academics are taught to the students by methods and materials that are age appropriate at each developmental level, so do career awareness and development activities need to be age-appropriate at each level. Skills at the base continue to be taught at the other levels. Each level builds upon foundations laid at previous levels. With this in mind, skills at the base of the pyramid that are taught at the K-2 grade level continue to be reinforced and expanded as the child develops.

Sequenced career education allows all students to learn without gaps or overlaps.

Each grade level targets a specific career cluster and focuses on specific developmental skills. This will enable teachers to develop curriculum that is age appropriate without duplicating what the student has done in the past. It provides sequential learning without duplication or gaps.

Partnerships between business, education and students are mutually beneficial.

Schools cannot provide opportunities for world class education for every student without the support and active involvement of business. Conversely business will not have access to the world class labor force it needs to compete globally without an excellent K-12 education system. With stakes this high, we must collaborate. This guide provides the framework for a career awareness and development system that will be mutually beneficial to our area businesses, our area schools and the students who are our future.

A Call To Action

A partnership of this magnitude can not rely on the actions of any single party or partner. We are all called forward to action. If you are a business partner or an educator in Northwest Illinois, contact the *CareerTEC* office (815-858-2203) or the Jo Daviess Carroll Area Vocational Center (815-858-2203) to begin discussions on implementing the new partnerships. Become involved in the implementation of activities. We all benefit.

Distribution of the Sequence

Copies of the plan and summary are being distributed to school principals and teachers of area schools. Inservices will be conducted to assist implementation of the Sequence into classroom curriculum. Copies of the Executive Summary are being distributed to area businesses and agencies. Anyone who has not received a copy may request one at the address below.

Additional Copies and Information

Copies of the K-12 Career Awareness and Development Sequence, the Executive Summary and/or the complete Sequence with appendices are available to schools and businesses by contacting Tom Purple, ETC Director at 915-235-6141, Ext. 3609 or the *CareerTEC* office at *CareerTEC,* P.O. Box 387, 501 E. South St., Freeport, IL 61032, phone 815-232-0709.

CareerTEC
Career Awareness and Development Pyramid

Life-Long Learning

Work/Career
Technical Training
Apprenticeship
Military
Work Entry/On the Job Training

Community College
Advanced Preparation
Certificate and Associate Degrees

4-Year University/College
Advanced Degree Programs
Baccalaureate and Graduate Degrees

11-12 Career Development
Develop Technical Core Skills for Selected Career Cluster
Explore Career Choices in a Selected Career Cluster
Develop Skills to Seek, Obtain, Maintain and Change Jobs/Careers
Complete Career Plan for Selected Career Choice

9-10 Career Exploration
Build Further Academic Foundations with Workplace Applications
Initiate Career Planning
Explore Career Choices and Match to Interests and Abilities
Select a Career Cluster Emphasis for Further Indepth Study

7-8 Awareness of Self in Relation to Work
Build Academic Foundations with Workplace Applications
Assess and Discover Personal Interests, Abilities, Work Values, etc.
Explore and Become Aware of Career Clusters
Select Initial Career Cluster Focus for Academic Planning

3-6 Awareness of the World of Work
Aware of Benefits of Achievement for Future Success
Aware of Many Varied and Different Occupations
Aware of Changing Male/Female Roles in Work
Aware of Value of Goal Setting in Achievement

K-2 Awareness of Self and Others
Develop Relationship and Conflict Resolution Skills
Develop Decision-making Skills
Develop Listening Skills
Develop Occupational Awareness

Career TEC2000

Summary of the K-12 Career and Development Sequence

The Career and Development Sequence provides a sequence of activities and experiences to be integrated throughout the curriculum. It allows students to progressively build the skills necessary to prepare for a meaningful career of their choice. The competencies are designed to build upon previous experiences with a specific focus area each year. The following summary hits only the highlights of the sequence.

"We live in a community"

Kindergarten builds awareness of self and others

First grade expands interpersonal relationships and conflict resolution

Second grade learns decision making skills

Kindergarten - Second Grade

Career Development Skills:
- Develop relationship and conflict resolution skills
- Develop decision-making skills
- Develop listening skills
- Develop occupational awareness

Career Cluster Focus:

Kindergarten	Agriculture, Human Services, Community Services
First Grade	Agriculture, Human Services, Community Services
Second Grade	Business, Marketing, Technology, Fine Arts, Communication

Supporting Services:
- Guest Speakers
- Field Trips
- Career Awareness Integrated into Curriculum
- Kindergarten Healthy Hobbies Career Fair

"Goals are a Pathway to Achievement"

Third grade - achievement leads to success

Fourth grade - expanding male/female roles at work

Fifth grade - career choices affect lifestyles

Sixth grade - aware of career clusters

Third Grade-Sixth Grade

Career Development Skills:
- Aware of benefits of achievement for future success
- Aware of many varied and different occupations
- Aware of changing male/female roles in work
- Aware of value of goal setting in achievement

Career Cluster Focus:

Third Grade	Health Services
Fourth Grade	Construction Trades, Engineering Technology and Manufacturing
Fifth Grade	Exploring How Career Choices Affect Life Styles and Choices
Sixth Grade	Exploring Careers of Personal Interest

Supporting Services:
- Guest Speakers
- Fifth Grade Millennium Mall
- Sixth Grade Career Fair
- Career Awareness Integrated into Curriculum
- Career Simulation Activities

"Matching Personal Interests and Career Clusters"

Seventh grade - Assess personal interests

Eighth grade - Match personal interests to career clusters

Seventh Grade - Eighth Grade

Career Development Skills:
- Build academic foundations with workplace applications
- Assess personal interest, abilities, work values, etc.
- Explore and become aware of career clusters
- Select initial career cluster focus for academic planning

Career Cluster Focus:

Seventh Grade	Assess Personal Interests
Eighth Grade	Match Personal Interests and Abilities to Career Clusters

Supporting Services:
- Guest Speakers
- Career Portfolios
- Career Awareness Integrated into Curriculum
- Career Interest Inventories
- Career Explo and Construction Trades Career Expo

Summary of the K-12 Career and Development Sequence *(continued)*

"Building Academic Foundations for Careers"

Indepth educational planning and goal setting to prepare for career of choice

Ninth-Tenth Grade

Career Development Skills: Build further academic foundation with workplace application
Initiate career planning
Explore career choices and match to interests and abilities
Select a career cluster emphasis for further in-depth study

Career Cluster Focus: Selection of a career cluster for further in-depth preparation

Supporting Services:
- Applied Learning
- Business and Industry Tours
- Guest Speakers
- Career Portfolio
- Career Awareness Integrated into Curriculum
- Sophomore Career Fair

"Academics with workplace applications at higher skill levels"

Specific career focus with work-based learning experiences

Advanced education planning

Eleventh-Twelfth Grade

Career Development Skills: Develop Technical Core Skills for Selected Career Cluster
Explore Specific Career Choices in a Selected Career Cluster
Develop skills to seek, obtain, maintain and change careers
Complete further education/preparation plans

Career Cluster Focus: Develop career skills and education in a specific career area

Supporting Services:
- Applied Learning
- Business and Industry Tours
- Guest Speakers
- Career Portfolio
- Job Shadowing
- Business and Industry Internships and Work-Based Learning

"Life-Long Learning"

Continue learning to meet career goals in a constantly changing work environment

Adulthood

Career Development Skills: Continue life-long learning through on-the-job training, technical training, formal apprenticeships, military training and college education
Obtain certification and degrees for career of choice

Career Cluster Focus: Life-long Learning

Supporting Services:
- Community College Advanced Preparation
- Advanced Degree Programs - Colleges and Universities
- Wide Range of Community and Agency Services

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October 1998 EM Project No. 99-120003-08-089-7230-61

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K-12
Career Awareness
&
Development
Sequence

Implementation Guide

A PROJECT FUNDED BY THE NORTHWEST ILLINOIS
EDUCATION TO CAREERS PARTNERSHIP

Development Facilitated by

CAREERTEC
CREATING FUTURES
P.O. Box 387
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CareerTEC

CAREER AWARENESS AND DEVELOPMENT
K-12 SEQUENCE

IMPLEMENTATION GUIDE

A. Kindergarten Healthy Hobbies Career Day
B. Fifth Grade Millennium Mall
C. Sixth Grade Career Fair
D. Junior High Career Explo
E. Sophomore Career Fair
F. High School PLAN Day

A copy of the implementation Guide is provided for each school and is available upon request from:

Tom Purple
ETC Director
Highland College
Freeport, IL 61032
Phone: 915-235-6141, Ext. 3609

or

CareerTEC,
P.O. Box 387
501 E. South St
Freeport, IL 61032
Phone 815-232-0709.

Kindergarten
Healthy Hobbies
Career Day

Healthy Hobby

Career Day

Circle May 23rd on your calendar

12:30-3:00

Come spend a couple of hours sharing/helping kindergartners

On Tuesday, May 23, 2000 a ***Healthy Hobby/Career Day*** will be held at Highland Community College YMCA and the Jones Farrar Early Learning Center Gym. Education-to-Careers is sponsoring a pilot program for all day kindergarten classes from Freeport and Pearl City. We are inviting all parents to come share the afternoon with us. If you have a hobby you would like to share with the children please contact me at (232-0709). We have some presenters who have volunteered already but could use more. We would also need (6) parents from each class who would be willing to provide a helping hand that day. Other agencies who are helping with this are Stephenson County Extension, YMCA, Freeport Park District and Coalition for a Safe Community.

If you can participate as a helper or are willing to share your hobby please call me at 232-0709.

Permission slips and further information will be sent home later. Information on other summer activities will also be available on the 23rd.

Pat Willging
Career Awareness Coordinator/*CareerTEC*

****

______ I will attend and help with students

______ I would like to present my hobby. Contact me at ____________________
Your phone number

______________________________ Your name

______________________________ Students name/School

THANK YOU!

We wish to thank everyone for their generous donation of time with our pilot "Healthy Hobbies Day". The evaluation of teachers, parents and students were overwhelmingly positive. The only negative responses were the students wanted more hobbies than the four they attended. They felt you as the presenters were nice and they really enjoyed what they were doing. Every hobby was mentioned by several students as their favorite! A sample is enclosed

I am enclosing an evaluation form for you to fill out. If you have already done so disregard. If you have any outstanding bills for supplies that you used please send them in the envelope provided.

Again thank you. Without you this special event could not have been possible.

Committee members

U of IL Extension Service, Steph. Co.	Beverly Haselhorst
Family YMCA	Stephanie Deihl
Coalition for a Safe Community	Pam Werntz
Jones Farrar ELC	Noelle Rademaker
Park District	Rene Meyers
Freeport Public Library	Barb Sauer
ETC Coordinator	Pat Willging
ETC Staff	Rowan Harn

Healthy Hobby

Career Day

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****

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______ I would like to present my hobby. Contact me at ____________________
Your phone number

______________________________ ______________________________
Your name Students name/School

Healthy Hobby Day Evaluation

Circle one -	☺ YES	☹ NO
Did you like Healthy Hobby Day?	☺	☹
Were the people nice?	☺	☹
Did you learn something?	☺	☹
Did you have enough time to do your things?	☺	☹

Write what you like best

MEMORANDUM

Date: May 11, 2000

From: Healthy Hobby Committee

To: Healthy Hobby Presenters

Subject: Healthy Hobby Day

Enclosed please find a map of the area and where you will be presenting.

The time schedule is: Report to the Jones Farrar Early Learning Center Gym and sign in by 12:00(Noon), then report to your assigned area.

First session	12:30 -1:00
Second Session	1:00 - 1:30
Third Session	1:30 - 2:00
Fourth Session	2:00 - 2:30

You are free to leave after the last session if you wish or come to the Jones Farrar building where the students will be until 3:00.

Some of you will have expenses for materials. Please submit it to Pat Willging. Have your name and address on the receipt and you will receive payment in the mail.

You will receive an evaluation form when you check in and someone will collect them at the end of the day before you leave.

Thank you for providing your time and expertise to Healthy Hobby Day. If you have any questions prior to the day please feel free to call one of the committee members.

See you on the 23rd.

Committee Members
Pat Willging-*CarrerTEC* ETC Coordinator 232-0709
Rowan Harn - 233-0485
Barb Sowers-Library - 233-3000
Rene Myers-Park District - 235-6114
Pam Werntz-Martin Luther King -
Noelle Rademaker-Jones Farrar - 232-0610
Beverly Haselhorst-U. Of IL Extension - 235-4125
Stephanie Diehl-YMCA - 235-9622

Healthy Hobby Day Presenters Survey

Please fill this out so that we may know how we can improve Healthy Hobby Day for next year. Thank-you!

1) What was your overall view of the Healthy Hobby Day Program?

2) Were the accommodations suitable for your presentations?

3) What recommendations would you have for any future Healthy Hobby Day?

4) Would you be willing to teach at future Healthy Hobby Days?

_____ Yes _____ No

5) Any additional comments?

Please turn this survey on to the at the end of the day. Thank You for your help in making Healthy Hobby Day a success!!

Survey for the adult chaperones of each group

Please fill this out so that we may know how we can improve Healthy Hobby Day for next year. Thank-you!

1) What was your favorite group (s) for the kids and why ?

2) What was your overall view of the day?

3) What recommendations would you have for any future Healthy Hobby Day?

4) Any additional comments ?

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Please turn this survey in to the teacher **at the end of the day. Thank-You for your helpful suggestions!!**

THANK YOU!

We wish to thank everyone for their generous donation of time with our pilot "Healthy Hobbies Day". The evaluation of teachers, parents and students were overwhelmingly positive. The only negative responses were the students wanted more hobbies than the four they attended. They felt you as the presenters were nice and they really enjoyed what they were doing. Every hobby was mentioned by several students as their favorite! A sample is enclosed

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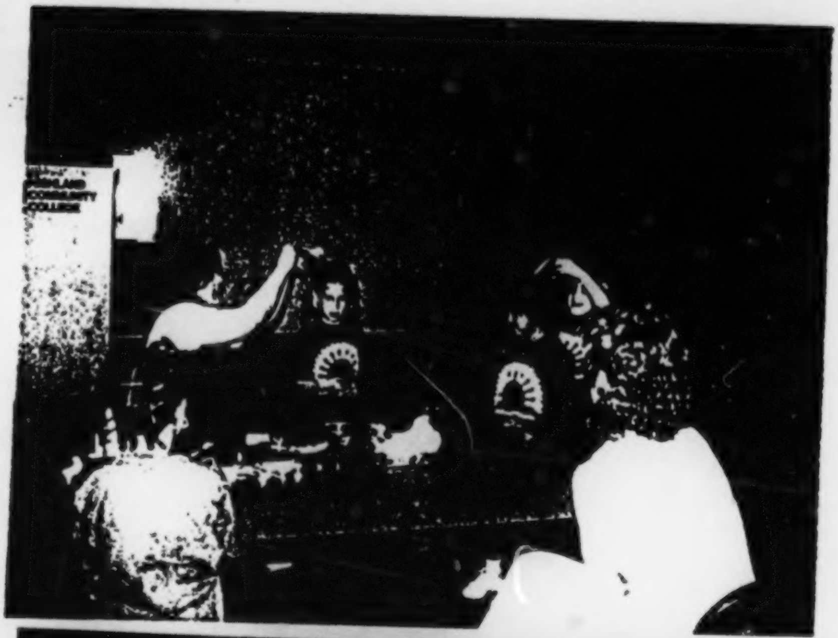
COMMUNITY
COLLEGE

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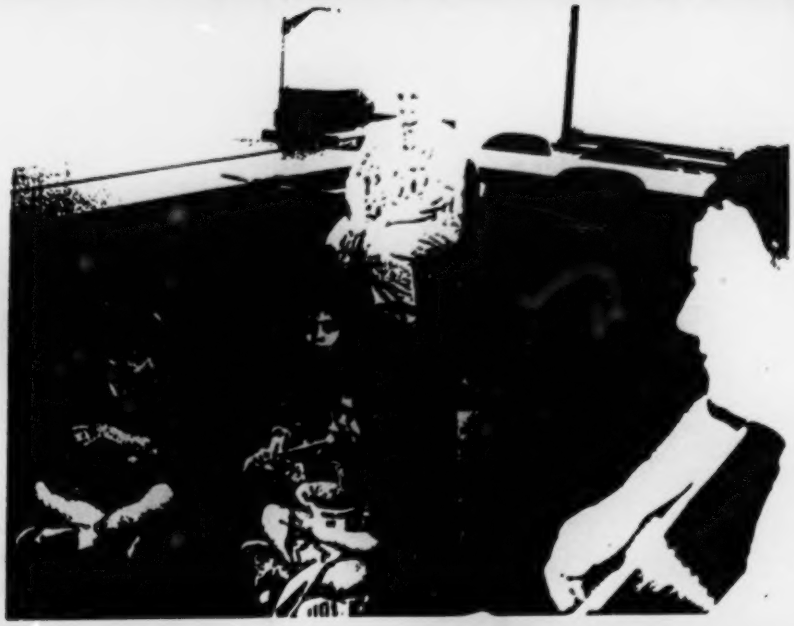

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HEALTHY HOBBIES

WARNING:
VOLV

Look what
Made today.

ABOVE: Indonieza Brown takes the wheel of a parked garbage truck Tuesday at Highland Community College, as she and other full-day kindergarten students from Freeport and Pearl City get a close-up view at the "touch a truck" station, one of 29 stations full of activites at the Healthy Hobbies day put together by CareerTEC.

LEFT: Josie Cotherman puts the finishing touches on her decorative chalkboard and photo holder at one of the "healthy hobbies" stations. The half-day program spread all through Jones-Farrar Early Learning Center, extending outside the building and into the HCC Student/Conference Center and the YMCA facilities. Crafts, aerobics and a presentation on bicycle safety all were part of the program.

PHOTOS BY STEVE INGRAM/THE JOURNAL-STANDARD

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Certifcate of Appreciation

Awarded to

For providing the students of

with career awareness that links school and academics to the world of work.

CAREERTEC
CREATING FUTURES

Principal/Instructor

Date

Fifth Grade
Millennium Mall

Millennium Mall

April 10th – 13th
Highland Community College Conference Center A & B

VOLUNTEER RECRUITMENT FORM

Dear Potential Volunteer:

The 5th grade classes of Carl Sandburg Middle School are busy developing a big project for this spring. We have decided to make available to our classes the chance to participate in our Millennium Mall. This simulation is being designed and implemented with money from a state grant that is designed to present career education at the middle school level. The entire staff and students are very excited about this project. It will give us a chance to present career information to our students in a tried and true method, HANDS ON!

Our Millennium Mall will take the form of a giant board game. The conference center will be turned into a maze of occupational choices. Each student will have a career, income, marital status, children, etc., based on choices they made during a career-gender equity unit. Upon arriving at the Millennium Mall, the students are transformed to the wonderful age of 25! They will mingle from store to store making some very important choices. Each encounter with the personnel at the store will require some type of transaction. As they shop, they must keep a running balance in their checkbooks. If they spend more than their monthly salary, they must return to various stores and renegotiate. What fun and what a skill! To exit the Millennium Mall successfully, they need to be in the black.

To make this project a success, we need at least 25 volunteers per session! We invite you to participate as a volunteer in this exciting program. We know your time is valuable, and would greatly appreciate any time you can give us. Lunch will be provided for those gracious volunteers who spend the entire day at the Millennium Mall.

The dates, times, and class schedule are on the attached page.

Please indicate which session(s) you will be available to participate. Training will be provided before each session.

Session A	Monday April 10th	Tuesday April 11th	Wednesday April 12th	Thursday April 13th
8:30-11:00 a.m.	______	______	______	______
	Yeager Wicks	Rowe DeHahn	Bondele Fruth	Dakota Dakota
Session B 12:00-2:00 p.m.	______	______	(no session)	______
	Earlenbaugh Bose	Royal Knapp		Dakota Dakota

NAME:______________________________(please print)
School/Organization______________________________
ADDRESS:______________________________
____
PHONE:________________ WORK PHONE:____________

Thank you in advance for your participation! Please return this form to your student's homeroom teacher or Kim Earlenbaugh at Carl Sandburg Middle School, 1717 Eby Street, Freeport, Illinois, 61032.

Please respond by MARCH 31st or sooner. If you have any questions please call Kim Earlenbaugh at 232-0340.

April 14 2000

Kids lead their lives at the mall

A GAME OF LIFE:

Freeport and Dakota students learn at the Millennium Mall at HCC.

BY SHARON BOEHLEFELD
Journal-Standard Reporter

FREEPORT — Someone could win $800 in a lottery. Another might get hit with a $400 bill for a new washing machine. Others might find car insurance was so expensive they couldn't pay for it and the car loan on their salary.

It all was part of the Millennium Mall at Highland Community College. The program for fifth- and sixth-graders was funded by a CareerTEK grant and proposed by Kim Earlenbaugh, a fifth-grade teacher at Carl Sandburg.

Between 400 and 450 Freeport fifth-graders and Dakota sixth-graders passed through the gates of the mall Monday through Thursday after receiving "identity papers" which showed whether they had spouses or children to support.

The first stop was "Show Me the Money City Bank," where they received checkbooks and a month's salary — minus taxes. They also received a list of places to make transactions during the game.

CHRIS KUBIET/THE JOURNAL-STANDARD

Trying your luck on the "Turn of the Century" wheel can be costly. Ben Thompson, 11, tried his best at the wheel in the Millennium Mall at Highland Community College and received a simulated bill for legal fees that put him back $225.

A "Turn of the Century" wheel of fortune taught children how unexpected events can change one's financial position. Other mall stores included "Homes R Us," "Freeport Fix A Doc," and the "Clothes Rack."

At "Deals on Wheels," students could buy cars. But unless they stopped next at "Here 4-U Insurance," patrolling police officers — uniformed volunteers from the Stephenson County

SEE **MALL** A8 ▶

■ CONTINUED FROM A1

Sheriff's Department — could haul them to the Emergency Center for driving without insurance. Officers also issued tickets for speeding, improper lane usage and other violations.

Volunteers from the County Clerk's office brought voting booths, where Homer Simpson was among favorites in a presidential poll. Online grocery shopping at "Fill the Fridge Food Mart," vacation and recreation planning at "MM Entertainment," and deals on computer equipment at "Get Hooked Up" were part of the mall. "Wee Care Day Care" and a Journal-Standard subscription booth rounded out the stores.

Volunteers kept mall open

Earlenbaugh said volunteers from Freeport Retired Senior Volunteer Program, teachers and parents helped keep the mall open throughout the week. Additional help came from businesses and community agencies.

Students threw themselves into their parts, but found themselves

In the Thursday afternoon session, for example, when Dakota students filled the mall, Billy Cuddy found himself in legal and financial trouble. Despite his job as a federal court judge, he was levied four fines and sat in jail until he finally found someone to bail him out.

Scott Nicholas, who was a correctional officer, received an award for honesty. He left the grocery without writing his check, but returned to correct his error.

When the game ended, students gave it good evaluations. Nikki Bowers, who had been an accountant, said, "It tells you how to save money."

"It showed how crude life can be," said Rhea Cameron, who played a state trial judge.

"It's quite a learning experience for the kids," said Anna Bose, a Sandburg fifth-grade teacher. "It's amazing to watch their reactions."

"They have been so excited about this," said Cindy Hansen, a social studies teacher from Dakota, about her students. They have been studying careers all year, but teachers were able to tie the mall exercise into a variety of other classes too

"Parents and volunteers told me (they heard) when the kids came through, 'I didn't realize how expensive this was,'" Earlenbaugh said.

"I think they should do it again in high school," said DeeAnn Hauch, a volunteer from Davis.

Earlenbaugh does plan to repeat the mall for fifth- and sixth-graders next year. She also hopes to involve more classes and more schools in the program.

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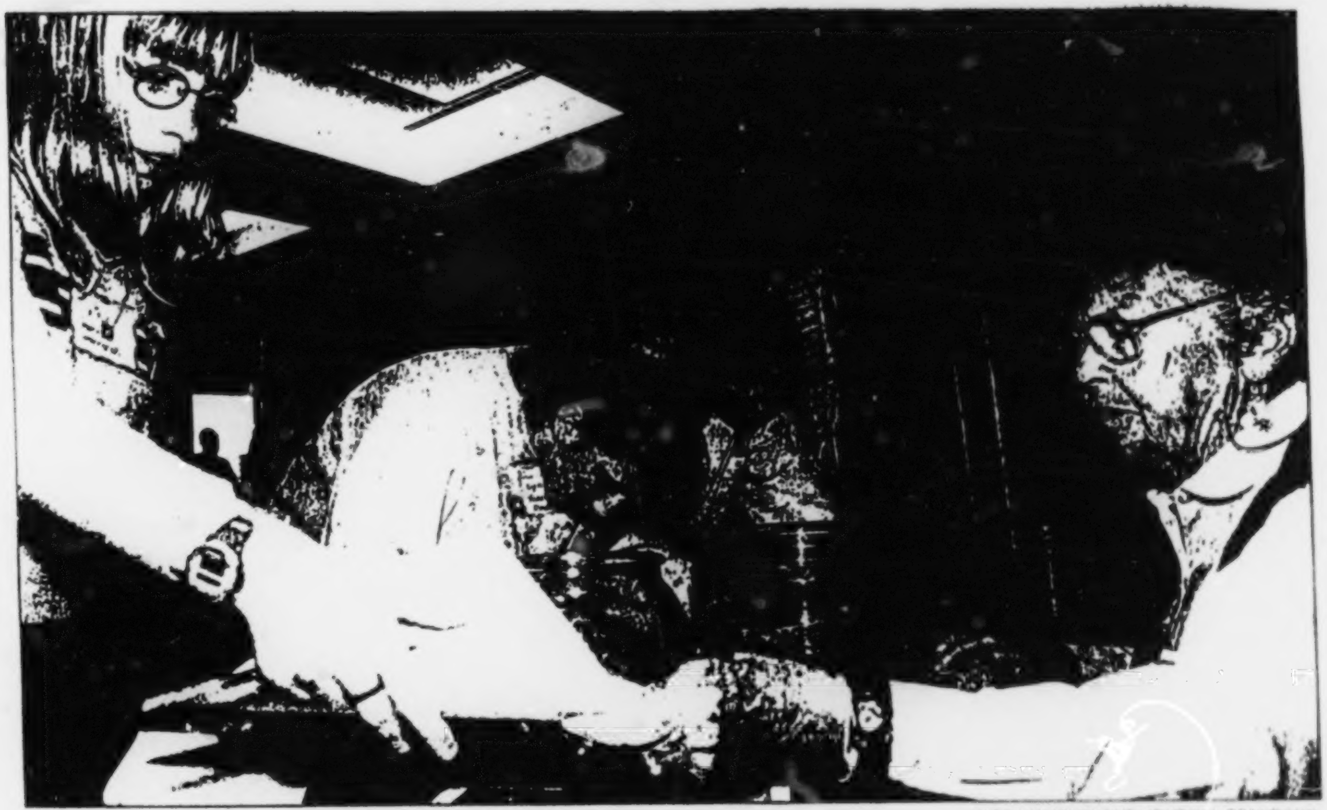

STEVE INGRAM/THE JOURNAL-STANDARD

While visiting the Fix-it Doc station, Delsie Brodie, a fifth-grader at Carl Sandburg Middle School, left, receives clearance from Nancy Moore, who counsels students with real-life situations at Highland Community College. The students participated in the Millennium Mall, a week-long fair in which they played a game about life that included simulated salaries, bills and unexpected expenses.

Sixth Grade
Career Fair

February 9, 2000

Dear Parents:

This year we are planning a Career Fair for fifth grade students. The Career Fair will be held at Highland Community College. The hours will be 9:00 a.m. - 2:30 p.m., Tuesday, March 28, 2000. The sessions will be divide into two different times from 9:00 a.m.- 11:15 a.m. and 11:45 a.m. - 2:30 p.m. Students attending the workshop will be from Pearl City, Dakota, Pecatonica, St. Joseph and Carl Sandburg schools.

(Carl Sandburg students will be attending the morning sessions. The area schools listed will attend the afternoon session.)

Carl Sandburg has been hosting the Career Fair for about 12 years. It has been a rewarding experience for the students who participate and you who give of your time and talents.

We would like you to consider presenting your career during a half-day session morning or afternoon or both. A lunch will be provided for all those participating.

The format for the presentation is as follows:

- Students will sit with presenter no more than four students at one time.
- Students will have a list of questions to ask and we will provide you with a copy of same. (Questions will be about your training and education requirements for your career.)
- Each session will last about 10 minutes.

If you have any questions concerning the format please feel free to call me (Rowan Harn) at (815)233-0485. Additional information will be provided for all who participate.
Please return your reply to your school office by February 16, 2000.

Thank you for taking the time from your busy schedule to consider this option. I hope you will be able to take part in one or both of the sessions. It has proven to be a rewarding experience for the presenters as well as the students.

Sincerely

Pat Willging Rowan Harn
Coordinators

Return the bottom section only:

____**Yes I will participate** **AM** **PM** **BOTH**
(Please circle one)

______________________ ______________________
Presenters Name **Career**

______________________ ______________________
Students Name **School**

March 14, 2000

Dear Presenters

Thank you for agreeing to present at the 6th grade Career Awareness Fair on Tuesday, March 28th at Highland Community College. Enclosed you will find a map of the Highland College Campus. The building H is marked and we will be on the second floor. Parking is available to the west and north of the building.

The schedule for the day is as follows:

All day and morning presenters should arrive by 8:50 a.m. to allow yourself time for any set-up necessary. Students will arrive about 9:15. Session will be from 9:15-10:15 and 10:20-11:20. All AM students will be from Carl Sandburg.

Lunch for all presenters will be served from 11:20 -11:50. Coffee and juice will be available in the morning and coffee and pop for the afternoon. If you are scheduled for only A.M. or P.M. please RSVP our office at 232-0709, by Friday, March 24th if you would like lunch.

Afternoon presenters are also invited to lunch. If this is not possible you should plan on arriving about 11:45 to allow yourself time for setup. Afternoon sessions will be 12:00-1:00 and 1:10-2:10. The first session will be students from St. Joseph and Pecatonica. The second session will be students from Dakota and Pearl City.

We encourage you to bring small items you use in your career, samples or handouts you may have available. Let us know if you need electrical service, room for a chart, easels, etc. Wear what you would typically wear on the job.

Students will have questions with them (a copy of which I have enclosed) and they are encouraged to ask additional questions. Each session will have 3-20 minutes slots. This will allow small groups of 5 for each presentation.

If you have further questions please give me a call at the numbers listed below. We look forward to seeing you on the 28th.

Sincerely

Pat Willging - 232-0709
Career Awareness Coordinator

Rowan Harm - 233-0485
Facilitator

enc: map
copy of student questions

Career Awareness Fair

Using numbers 1-6 (with number 1 being your first choice) pick the careers you would like to learn more about

A.M. ___ Newspaper Reporter
___ Car Sales
___ Computers
___ Cosmetology
___ Day Care
___ Fire Department
___ Graphic Design
___ Nursing Instructor
___ Emergency Room Nurse
___ Surgical Nurse
___ Teacher
___ Workplace Employment Center
___ Computer Network Engineer
___ Park District
___ Cosmetic Business
___ Police
___ Radio
___ Music
___ Photo
___ Veterinarian
___ Hair Stylist
___ Vitners Potato Chips
___ Agriculture Ambassador to Simbobway
___ Pilot
___ Cablevision
___ Cake Decorator
___ Chiropractor
___ Banking
___ Insurance
___ Civil Construction
___ Doctor
___ Deininger Florist
___ Private Practice Counselor
___ Environmental Engineer
___ Accountant
___ Interior Design
___ Pharmacy
___ Occupational Therapy
___ Physical Therapist
___ Speech Language Pathologist
___ Television
___ Carpenter
___ Insurance Sales

NAME________________________________

Career Awareness Fair

Using numbers 1-6 (with number 1 being your first choice) pick the careers you would like to learn more about.

P.M.

___ Newspaper Reporter
___ Car Sales
___ Computers
___ Cosmetology
___ Day Care
___ Fire Department
___ Graphic Design
___ Nursing Instructor
___ Emergency Room Nurse
___ Surgical Nurse
___ Teacher
___ Workplace Employment Center
___ Computer Network Engineer
___ Park District
___ Cosmetic Business
___ Police
___ Radio
___ Music
___ Photo
___ Veterinarian
___ Hair Stylist
___ Vitners Potato Chips
___ Agriculture Ambassador to Simbobway
___ Pilot
* ___ Banking
___ Mechanical Engineer
___ Factory Supervisor
___ Human Resource Personnel
___ Physical Therapy
___ Athletic Trainer
___ Occupational Therapist
___ Veterinarian
___ Freeport Glass

NAME____________________________________

Career Awareness Day
March 28, 2000
Highland Community College

There will be representatives from the list of careers that appear on the back of this questionnaire. Please write your name on the bottom of this sheet on both sides.

Answer the following questions by putting an X the box.

1. Do you prefer doing things with your hands? ☐ Yes ☐ No
2. Do you prefer sitting and writing? ☐ Yes ☐ No
3. Do you prefer to be active ☐ Yes ☐ No
4. Do you like math? ☐ Yes ☐ No
5. Do you like writing? ☐ Yes ☐ No
6. Do you like reading? ☐ Yes ☐ No
7. Do you like to do the same thing over and over? ☐ Yes ☐ No
8. Do you like to do different things? ☐ Yes ☐ No

NAME____________________________________

TEACHER____________________________________

SCHOOL____________________________________

6th Grade Career Awareness Forum Questions

1. What is the funniest or most interesting thing that has happened to you on your job?

2. a. What does someone just starting out in your career make?
   b. What is the top salary someone could expect in your career?

3. How long have you been in your career?

4. What skills do you need in your career?

5. What training do you need in your career?

6. What do you like most about your job?

7. What do you like the least about your job?

8. What do you think your career will be like in 10 years?

Your Choice of careers/jobs are listed below:

1.__________

2.__________

3.__________

4.__________

Students Name______________________________________

School____

2000 CAREER AWARENESS DAY
Participant Evaluation Form

****

1. Was the information you received ahead of time sufficient for you to prepare for the Day?
   Yes No

2. Was the physical set-up adequate for your needs?
   Yes No

3. Were the 15 minute interview sessions-----
   Adequate To long To short

4. Did the student use the questions provided for them?
   Yes No

5. Was this an effective way to stimulate dialogue about your profession?
   Yes No

6. Have you participated in the Career Fair before?
   Yes No

7. We will be holding the fair in the fall to better provide the students time to explore these careers during the school year. Would you like to participate?
   Yes No (The date is set for September 27.)

8. Would you be willing to be involved in future business/education programs?
   Yes No

Please provide any additional comments or suggestions.

Name

Address **Phone**

Company

Please fill out and **return today** or mail to:
Pat Willging, ***CareerTEC***, P.O. Box 387, 501 East South Street, Freeport, IL 61032

April 25, 2000

"Bravo! --Bravo! -- Bravo!"

Results of the Career Fair 2000 are in from the presenters, students and teachers and have been compiled. Positive comments dominated the results. Thanks to you, student and teachers were overwhelmed by the number of presenters and the enthusiasm you showed. The only negative comments were from students that they didn't get to talk to all they wanted and wished they could have stayed longer. Teachers felt it was an excellent tool for introducing students to careers and many used the event by requiring reports from their students. The responses from presenters was extremely positive with 38 out of 44 stating they would be willing to come again. You will have the opportunity to do so. Mark the date on your calendar now! Sept 27th, 2000 Thank you for donating your valuable time. You were the intrigual part of our career puzzel that made the career fair such a success!

Sincerely

Pat Willging Career Far Coordinator Rowan Harn Assistant

MEMORANDUM

Date: April 6, 2000

From: Pat Willging, CareerTEC

To: Career Fair Teachers

Subject: Evaluation of Career Fair

Thank you for your participation in the Career Fair. I am asking some teachers and their students to fill out a short evaluation. Please make copies for your students.

Please return them to me at the CareerTEC office by April 14th.

Thank you!

Teachers Career Fair Evaluation

1. Students seemed interested in attending the Career Fair ____ Yes ____ No

2. Students seemed to enjoy their time at the Career Fair ____ Yes ____ No

3. Students left the Career Fair with a positive impression ____ Yes ____ No

4. I have or will have students use information they received from the Career Presenters. ____ Yes ____ No

5. Do you feel it was a worthwhile activity. ____ Yes ____ No

Comments:

Students Career Fair Evaluation

1 I like the Career Fair. ____ Yes ____ No

2. I got to see the Careers I chose. ____ Yes ____ No

3. Career Presenters seemed to like their jobs. ____ Yes ____ No

4. I had enough time to talk with presenters ____ Yes ____ No

5. I learned ____ a lot ____ some ____ a little about each career.

6. I would tell other students to attend the Career Fair ____ Yes ____ No

---

Students Career Fair Evaluation

1. I like the Career Fair. ____ Yes ____ No

2. I got to see the Careers I chose. ____ Yes ____ No

3. Career Presenters seemed to like their jobs. ____ Yes ____ No

4. I had enough time to talk with presenters ____ Yes ____ No

5. I learned ____ a lot ____ some ____ a little about each career.

6. I would tell other students to attend the Career Fair ____ Yes ____ No

---

Students Career Fair Evaluation

1. I like the Career Fair. ____ Yes ____ No

2. I got to see the Careers I chose. ____ Yes ____ No

3. Career Presenters seemed to like their jobs. ____ Yes ____ No

4. I had enough time to talk with presenters ____ Yes ____ No

5. I learned ____ a lot ____ some ____ a little about each career.

6. I would tell other students to attend the Career Fair

When can you start?

SIXTH-GRADERS' DAY: Area students prove it's never to early to start thinking about a career.

BY SHARON BOEHLEFELD
Journal-Standard Reporter

FREEPORT — Those who picked cake decorating and potato chip making in advance ended up with some of the best handouts Tuesday at the sixth-grade Career Awareness Fair on the Highland Community College campus.

Organizer Pat Willging had held a career awareness fair for Carl Sandburg students for 11 years. She was a counselor there until she retired last year. Now, she's creating programs to introduce careers to elementary children through CareerTEC.

"This is a good age to get (children) going, and thinking about careers," Willging said.

She, and veteran assistant Rowan Harn, recruited more than 40 presenters and scheduled 648 students for their career interviews Tuesday.

Students from Carl Sandburg School in Freeport visited the fair in the morning. Those from St. Joseph School in Freeport, along with sixth-graders from Pecatonica, Dakota and Pearl City districts, visited the afternoon session.

"I hand-scheduled the students," Willging said. "I tried to give everyone their first two choices, but sometimes that just possible."

She said career options involving compu were among the most popular with the graders in their advance scheduling. "Th always popular," Willging said.

Presenters seemed to enjoy their time youngsters. Many brought equipment from jobs, items ranging from make-up to ha and from flowers to computers.

"The first year a couple of people brou things, and as others saw what they b more people brought things," Willging sa

Everyone also was asked to wear clothe

SEE **CAREER**

CAREER

■ CONTINUED FROM A1

the job, so it was easy to spot police officers, nurses, therapists and a pilot.

Tim Kortes, representing Morse Electric, said the most frequent question asked was "Have you been shocked?" (He has.)

Bonnie Piefer, the cake decorator, said she often was asked if she made her own icing. (She does.)

"I think (the fair) is working out pretty good," Will Tackett, a designer for Deininger Floral, said. "There've been some bus glitches, but they'll get that worked out."

The morning sessions were altered slightly to accommodate Freeport kindergarten bus schedules, and the afternoon start was delayed briefly when a bus from Pecatonica was a few minutes late.

"We're at the mercy of buses," Willging said. "That's life in education, so [illegible] just go with the flow."

Despite having to make a couple of last-minute adjustments, everyone seemed to have plenty of discussion time.

Each student had a list of questions to use as conversational guides at the career stations they visited. When the day was over, they were to pick one career and write a report for school. Several Carl Sandburg students shared their observations.

Markeia Gaines planned to do her report on what she learned at the Freeport Police Department career stations. She filled out her sheet on her first stop so she could relax at her second two stations.

"I liked how everybody seemed to enjoy their jobs," Holly Thiele said. "You need to find a job that you like."

Andrew Law liked his stop at the Vitner's table, where Robert Anderson, Jr., operations manager, handed out samples. "We learned how they make potato chips. He (Anderson) drew some stuff to show the machines they use," Law said.

"The day went very, very well," Willging said when it was over. "We got real good comments from teachers and presenters."

The program will be moved to the fall for next year's sixth-graders.

"I like to use it as a motivation to get kids going and studying," Willging said. "I think it's a time to get to the kids and let them know this is why you go to school, this is why you study this subject. It's neat to have them understand those things."

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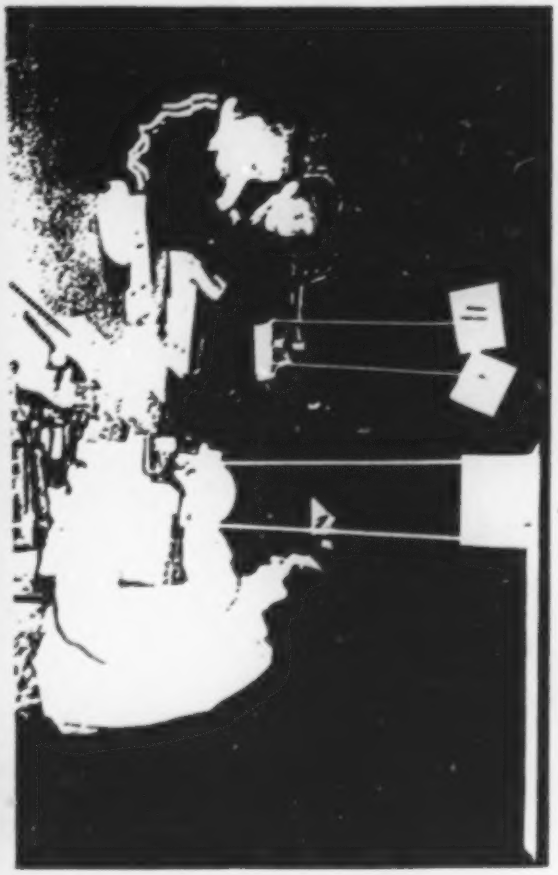
CAREER AWARENESS FAIR

JANE LETHLEAN/THE JOURNAL-STANDARD

William Tackett, a designer for Deininger Floral in Freeport, talks to Clera Freeman, right front, and Shalina Ladha, both sixth-graders from Carl Sandburg School in Freeport. Tackett was one of more than 40 presenters who talked to 648 area students at the Career Awareness Fair held Tuesday at Highland Community College.



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Junior High Career Explo

FSD145
Freeport School District

SCOTT WILEY
Principal
Freeport Junior High School

DONNA F. BENTON
Assistant Principal
Freeport Junior High School

February 9, 2000

Dear ____:

On May 5, 2000, Freeport Junior High School will be holding its first Career Exploration Day (called Career Explo) from 7:45 a.m. until 10:15 a. m. We invite you to be part of this exciting activity for our 7th and 8th grade students.

On that day, our 8th graders will be visiting area businesses and getting a firsthand look at the world of work. We would like participating businesses to take students on a tour of their facility, allow them to participate in any "hands on" activities that are appropriate, and have an opportunity for questions and answers or other discussion. Groups of students may range in size from 10 to 100 as each business can accommodate, and there will be one adult chaperone with every 10 students.

Our 7th graders will be participating in small group sessions within our school building. We would like presenters to discuss the career opportunities available, the skills needed for the various jobs, and other pertinent information. Seventh graders need to have a better understanding that what they are learning now will help them in their future world of work. If your business has many levels of jobs, we ask that you bring as many people as possible with you to discuss their particular careers also. We also encourage any "hands on" or interactive activities for the students, as the attention span of an average 12-14 year old can be quite short (10-15 minutes). Each session is expected to be about 40-45 minutes long.

If your business would like to participate in Career Explo, please fill out the information sheet and return it to us. For additional information, please contact Midge Bennett, Director of Counseling, at 232-0513 or e-mail at mbennett@fjhs.freeport.k12.il.us

Thank you!

Members of the Career Explo Committee
Stacey Arshem
Midge Bennett
Susan Boomgarden
Shirley Bradley

Darlene Collin
Dawn Mesch
Dale Miner
D.J. Scott
Connie Taylor

Freeport Junior High School • 701 West Empire Street • Freeport, IL 61032
815-232-0500 • Fax 815-232-0536

If you are willing to help in any way, please fill out the form below and return it to Mrs. Bennett in the Counseling Office by February 15, 2000.

FREEPORT JUNIOR HIGH SCHOOL
CAREER EXPLORATION DAY
MAY 5, 2000
7:45 A.M. – 10:15 A. M.

Name of company/business ____

Address ____

Contact person ____

Type of business ____

______ My business will participate on May 5 in the following way:

_____ Representatives will come to school to meet with 7th graders in small group sessions

____ Session 1—7:45-8:30 A.M.
____ Session 2—8:35-9:20 A.M.
____ Session 3—9:25-10:05 A.M.

The following equipment is needed ______________________________________

______ My business would like to have 8th graders come to our facility on May 5.

We expect their visit to last _____________ (hours/minutes). Our minimum time is 40 minutes per business and our maximum is 2 hours.

We can accommodate _________ (number of students total) divided into groups of ________. (There will be one chaperone for each 10 students.)

Additional information which our students need prior to visiting your business

____

Thank you for volunteering at the first FJHS Career Explo.

EVALUATION FOR PRESENTERS

Name ______________________________
Optional

To assist us in the planning of a future CAREER EXPLO we would appreciate your completion of the following survey. THANK YOU!!

Please rate the following:

	Excellent				Poor
Supervision of students (by the teacher/chaperone)	5	4	3	2	1
Length of the session	5	4	3	2	1
Attentiveness/Attitude of students	5	4	3	2	1

I would be willing to participate in another CAREER EXPLO. YES NO

Would you prefer to do session(s) on several (2 or 3) different days as an alternative format? YES NO

COMMENTS/SUGGESTIONS FOR IMPROVEMENT ______________________________

____

____

____

Staff

EVALUATION OF CAREER EXPLO

YES, ANOTHER SURVEY !!!! (Isn't it nice to be asked!)

We will greatly appreciate your time and effort of completing and returning the evaluation to the main office by **WEDNESDAY MAY 17TH. THANK YOU!** Guidance Committee

	EXCELLENT				POOR
Length of sessions	5	4	3	2	1
Preparedness/Relevancy Of Presenter	5	4	3	2	1
8th only Transportation	5	4	3	2	1

Should we have another CAREER Explo? Yes No

What about doing the Explo every other year? Yes No

Comments____

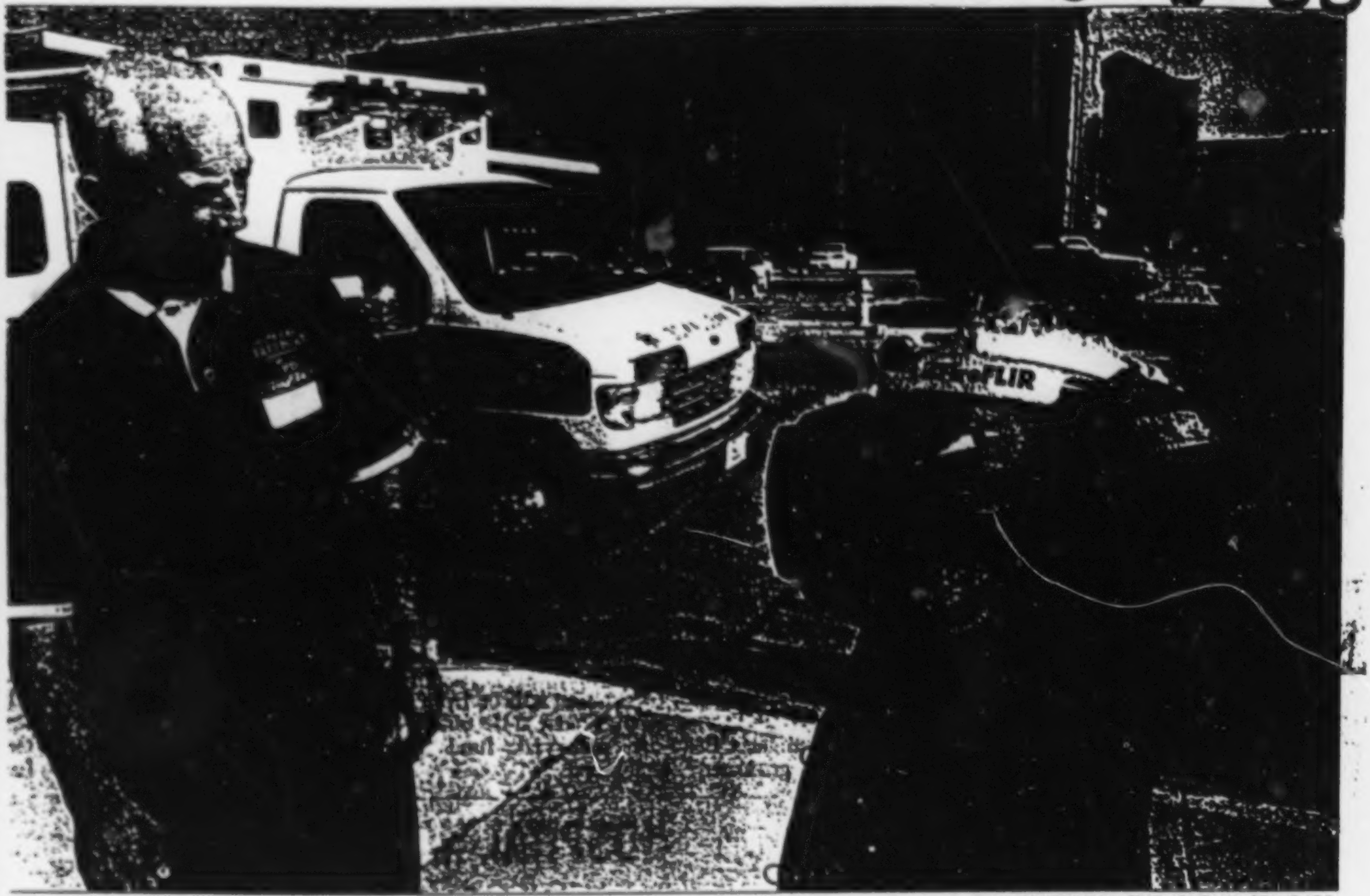
____

8th only Would taking the students out to businesses one team at a time be a better option? Yes No

If you are willing to work on the GREAT guidance committee let Midge know or sign here ____________________________________

COMMENTS____
(continue on the back)

5-6-00



JANE LETHLEAN/THE JOURNAL-STANDARD

eputy Chief Lynn Ocker of the Freeport Fire Department watches Adam Enright try on a fireFLIR hat during the areer Explo held Friday at Freeport Junior High School. The FLIR hat serves as a double imager during fire rescue perations and can detect hotspots in a room and also aids in finding victims.

Short day spent looking long-term

:AREER EXPO': Kids at reeport Junior High chool got to explore areer opportunities Friday.

BY SHARON BOEHLEFELD
Journal-Standard Reporter

FREEPORT — When the first areer Explo was finished Friday at eeport Junior High School, achers and others involved in the fort kept popping into counselor idge Bennett's office.

"It went great."

"It was a lot of fun."

"You did a great job of planning."

"Very nice, very enjoyable."

Bennett, though pleased with the dos, wouldn't take the credit for success of the career exercise.

"It was all the committee," she d. "We've been meeting all year. First it was once a month, then it was once a week and finally it was daily."

Those committee members were Susan Boomgarden, Shirley Bradley, Darlene Collin, Dawn Mesch, Dale Miner, D.J. Scott and Connie Taylor, all of whom contacted businesses, wrote letters, made phone calls and helped with scheduling.

Their efforts resulted in a two-track career day, specifically designed to fill a shortened school day and to be unlike anything they've done before. Seventh-graders were divided into small groups and given "tickets" to visit with three different people during the morning activity.

Judge Theresa Ursin, robed in black, may have brought the most unusual "audio-visual aids." Three lawyers accompanied her to talk about their paths to the law, about

SEE **CAREER** A2 ▶

JANE LETHLEAN/THE JOURNAL-STANDARD

Elizabeth Chambers of Freeport Health Network takes Carli Clicquennol's blood pressure during one of the workshops Friday.

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Bowden and Hugh Knapp officiating. Burial will be at Oakland Cemetery and Mausoleum.

Friends may call from 4 p.m. to 8 p.m. Sunday at Walker Mortuary in Freeport.

A memorial fund has been established.

Alice L. Ebel

NORMAL — Services are planned for Alice Lucinda Ebel, 94, of Normal, Orangeville native, who died Nov. 23, 1999, at Manor Care in Normal.

She was born Feb. 14, 1905, in Orangeville to Alfred C. and Maude Mae (Moore) Ebel, attended public schools in Orangeville, and had the highest grade in a county-wide eighth-grade exam. She was valedictorian of Orangeville Community High School in 1923.

She received her bachelor of arts degree magna cum laude from Heidelberg College in 1927. In 1931, she receive a master's degree from the University of Chicago. In 1960, she received her doctorate from the University of Illinois, and was awarded an honorary L.L.D. from Illinois State University.

[illegible]

From 1988 to 1990, she volunteered teaching English as a second language.

She was a member of American Association of University Professors National Education Association, Illinois Education Association, National Council for the social Studies and American Political Science Association.

Since 1936, she was a member of First Presbyterian Church of Normal, where she was a Sunday school teacher, session member and served on the long-range planning committee.

Graveside service will be at 11 a.m. Tuesday at Orangeville Cemetery with the Rev. Sharon Bullmer officiating.

Local arrangements were made by Cramer-Leamon Funeral Home.

Joe A. Eichholz

MOUNT MORRIS — Joe Arthur Eichholz, 58, of Mount Morris, a former resident of Polo, died Thursday, May 4, 2000, at his home.

He was born Sept. 19, 1941, in Chicago to Arthur H. and Janet E. (Eichman) Eichholz, and graduated

She was born Feb. 29, 1920, i Council Hill to John and Henriett (Beck) Redfearn. She was a graduat of New Diggings (Wis.) Hig School.

On March 3, 1938, she and Roscc John Monroe were married in th Little Brown Church in the Vale i Nashua, Iowa. He died April 2 1999.

She was a member of Monro Sweet Adelines, Monroe Unite Methodist Church, New Digging Primitive Methodist Church an various church organizations.

Surviving are one daughte Beverly (Larry) Stabenow c Monroe; and one sister, Eld (Eugene) Trainor of Galena.

Preceding her in death were he parents, her husband and tw brothers, Frank and John Redferan.

The funeral will be at 11 a.m Monday at Shriner-Hager-Gohlk Funeral Home in Monroe with th Rev. James Preisig officiating. Buria will be at Shawnee Cemetery in Nev Diggings.

Visitation will be from 3 p.m. t 7 p.m. Sunday at the funeral home.

A memorial fund has bee established.

CAREER

■ CONTINUED FROM A1

their schooling and their work.

But it would be a close call between Ursin and truck driver Dale Schutte, whose Vitner's truck in the west parking lot was considered by many to be the hit of the show.

Former Freeport Mayor Dick Weis told children of his dreams to become a baseball player, thwarted first by childhood polio, and later, permanently, by a broken ankle. He told them to dream of whatever careers they wished, but to have a back-up plan.

In other rooms around the building, Ted Parker, director of food service for District 145, helped youngsters fold cloth napkins into banana, fan and boat shapes. In other rooms, Highland Community College cosmetology students showed manicure tricks, nurses showed how to listen to a heart beat, or learned from Bob McEllgott of Sojourn House what it takes to become a counselor.

And Pam Copes, Freeport Health Network operations coordinator, told youngsters, "If you can't handle the blood and guts, you might like health care business operations."

While the seventh-graders roamed the building, the eighth-graders boarded buses for short off-campus trips. Six charter buses, provided through an Education To Careers grant written by Pat Willging and carefully scheduled by D.J. Scott, carried students and chaperones to stops from Applebee's restaurant to Harbach's meat processing plant, to Metal Specialties to Skate Station and more.

"We went through all the building, saw a five-day-old calf. It was excellent," said Shirley Bradley, a teacher who accompanied eighth-graders to the Glenn Meier farm.

Eighth-grader Justin Sanders said he went to "a therapy place, and cosmetology (at Highland). It was pretty fun. It was fun learning what the pay scale was."

"I liked the Newell's (presentation) and the police," said another eighth-grader, La Quita Collins.

"It was a good learning experience, even if they put you somewhere you didn't want to be, you learned something."

"It was pretty cool," said seventh-grader Robby MacQueen.

HOSPITAL NOTES

■ FREEPORT MEMORIAL HOSPITAL

Freeport Memorial Hospita reported 27 admissions.

Birth: Randall and Jodi Manus o Ridott are parents of a daughter bor Friday.

■ THE MONROE CLINIC HOSPITAL

Births: David and Doreen Rise of Freeport are parents of a son bor Friday. JonMark and LeeAnn Dotso

POLICE BEAT

■ ARREST

Forgery: Freeport police arreste Amy Keao, 26, of Ridott, Thursda on five counts of forgery

According to police report Keao allegedly delivered checks Freeport businesses from Oct. 20 Nov. 30 knowing the checks we not signed by the account holde She was taken to Stephensc County Jail and bond was set $10,000.

■ CRIMES

Jewelry taken: Freeport poli are investigating a residenti

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Sophomore Career Fair

Sophomore Career Fair
Participant Registration Form

_______Yes, I would like to be participant in the Career Expo.

Information requested for publicity brochure:

Name: ____

Professional Job Title: ______________________________

(I.e. owner, human resources director, etc.)

Name of Career Field ________________________________

Organization or firm you represent ______________________

____

Brief description of your career (25 words or less)

____

____

____

____

Special needs:

____Table space

____Electrical Outlet

____AV or other (please describe) ______________________

____Sorry, I am unable to participate, but would recommend

____

____Sorry, I am unable to participate this year, but please keep me in mind for next year.

____

Signature

Sophomore Career Fair Registration

I. Brochure Information (Please complete the following as you would like it to appear in the brochure - some or all of it may be included):

A. Career Representative Name ______________________________

B. Professional/Job Title: ______________________________
(i.e. owner, personnel director, etc.)

C. Suggested Name for your Career Field: ______________________________

D. Organization Representing: ______________________________

E. Brief Description of your Career (less than 25 words please)
____
____
____
____

II. Special Needs: (A four-foot table space will be provided for any materials you may wish to display)

Please indicate your need for any of the following:
____Electrical outlet
____Wall space for display purposes
____AV equipment (please describe): ______________________________

Please complete and return this form by ______________ to *CareerTEC*, P.O.Box 367, Freeport, IL 61032
Date

If you have any questions/concerns please contact the *CareerTEC* office at (815) 232-0709

Sophomore Career Fair
November 16 & 17

This is a work in progress, but is our current thinking and plan of action.
Each cluster group will develop their activities and presentation concerning their career cluster.

OVERALL OBJECTIVES

1. Student exposed to major career clusters (High School)
2. Awareness of CareerTEC programs and opportunities (CareerTEC)
3. Awareness of HCC programs and opportunities (HCC)
4. Awareness of career opportunities in the community. (High School)
5. Fit into K-14 ETC Developmental Plan(All)
6. Exposure to job training levels (All)
7. Positive career and advance preparation experiences (High school)

Responsible for planning & presenting	**Participants**	**Informational**	**Other Departments/Resources**
Counselors	All sophomores from all schools	Superintendents	Transportation, student
HCC Career Counseling		Principals	(HCC) Maintenance & Facilities
CareerTEC Instructors	**Mon. A.M.**	Teachers	Confirmation of rooms - done
Business representatives		Administration	Publicity from paper, radio, etc:
HCC Instructors	**Monday P.M.**	Instructors	
		Chaperones	
	Tuesday A.M.		
	Tuesday P.M.		

STRUCTURE

CLUSTERS: BUSINESS/MANAGEMENT HUMAN SERVICES HEALTH SERVICES PRODUCTION

TIME SCHEDULE

Time--7:45 a.m.-10:45 a.m. 11:30 a.m. - 2:30 p.m.(40 min. Sessions)

Rotation--Traffic Pattern

Stay in same school groups for all 4 sessions
1 counselor and 1 chaperone for each cluster group
Rotate clusters

Current students in CareerTEC assist at seminar (a couple may do presentations)

PROGRAMS (names of presenters & companies)

Suggested questions for potential presenters:(let them know when you contact them)

What: Sort of training/academic requirements
What do you actually do on job
Recommendations for specific schools
Personal qualities and skills needed
Chances for employment after training
Where are jobs available
What sort of earnings
What are general working conditions (contacts, environment)
Advantages and dis-advantages to job

Diagram for each cluster (color coded) (education requirements for jobs)
DACUM's for each cluster (enlarged)
Sequences for each program
Salary ranges with deductions (ie. Taxes, social security, insurance etc.)

PRESENTERS

Break time(between each session)?
Lunch (Box from HCC)?
What equipment needed for presentations
Audio visual equipment, chairs tables,
Room Arrangement

(Need to notify HCC maintenance 2 weeks before date)

Pass outs for students? CareerTEC Pencils, cups, paper cubes

EVALUATION

Student pre & post awareness surveys
    Informational/functional questions (can they answer more detailed post fair)

Each cluster send a list of (5) things to learn at Fair to Jennifer Kanosky

Meet Objectives

Can articulate a career interest

Summarize sampling

Enrollment figures for CareerTEC FY2000

Check enrollments (2 yrs)

These are not finalized.

CURRICULUM

How will each school integrate the career information into their local curriculum? ....to use academic skills in careers?

Develop target questions for students during the day (Develop a survey)

Each school establish where connection made
Orangeville(Jean did this)
Pre actions (2 wks) Soph Eng. Career Unit
Post Writing/speaking

Freeport
Tie into Plan Day

Dakota
Jobs skills class

Pearl City

Aquin

Pec

Sophomore Career Fair Evaluation
1999

Was the time allotted ample?
Yes ☐
No ☐
Need More ☐

Comment____

Was the space allotted ample?
Yes ☐
No ☐
Need More ☐

Comment____

Were you provided with enough information for your presentation ?
Yes ☐
No ☐
Need More ☐

Comment____

(If you used visual aides) Did you have the right equipment?
Yes ☐
No ☐

Comment____

What, if any, suggestions do you have that would help us in our preparation for Career Fair 1999?

____

____

____

Would you be interested in participating in our next career fair? Yes No
(The dates are Tuesday & Wednesday, November 7 & 8)

Name______________________________ Phone________________

Presenters

Business

Brian Borger	Banking/Midwest Bank
Jay Butson	Computer Dynamics
Deb Brown	Agent/Country Companies
John Carlson	Agent/Country Companies
T.J. Gilley	Agent/Country Companies
Kim Grimes	WFPS Radio
Brian Borger	Banking/Midwest Bank
Jay Butson	Owner/Computer Dynamics
Deb Brown	Agent/Country Companies
Steve McWhirter	Freeport Health Network
Wayne Michael	Agent/Country Companies
John Peterson	Agent/Country Companies
Jon Pick	Agent/Country Companies
Neil Richardson	Accountant/Lungren, Callihan VanOsdel
Tom Rutter	Owner/Areo Computing Inc.
Doug Walker	Agent/Country Companies
Rick Wilson	Agency Manager/Country Companies
Greg Zumdahl	Agent/Country Companies

Health

Monica Bruce	Speech/Freeport Health Network
Anna Brunson	Reg. Nurse/Freeport Health Network
Martin Caponi	Pharmacist/Freeport Health Network
Paula Davidson	Reg. Nurse/Freeport Health Network
Dr. Frank Descourouez	Retired Physician
Nancy Eckert	Volunteer Services/Freeport Health Network
Dr. Jeff Gehlsen	Chiropractor/Hulsebus & Gehlsen Chiropractic Clinic
Dr. Mark Hardacre	Optomitrist/Northwest Eye Care
Laura Jordon	MS CCRN
Dr. Kotis M.D.	Physician/Freeport Health Network
Deeanna Kurlakowsky	COTA/Freeport Health Network
Ken Kukla	Speech/Freeport Health Network
Jamie Mckinley	Physical Therapy/Freeport Health Network
Alice Nied	Nursing Instructor/Highland College
Dr. David Reese M.D.	Freeport Health Network
Lee Reese	Medical Transcription/ Freeport Health Network
Kim Renter	CNA/Lena Continental Nursing Home
Monica Reeser	Ortho Assistant/Dr Walker
Cheryl Rife	Reg. Nurse/Freeport Health Network
Dr. Dennis J. Robinson	Optometrist/Northwest Eye Care
Kerrylyn Rodriguez	Pharmacist/ShopKo
Angela Shaw	Speech/language/Freeport Health Network
Trudy Sheedy	Occupational Therapy/Freeport Health Network
Greg Stanforth	Physical Therapy Asst./Freeport Health Network
Judy Souders	Reg. Nurse/Freeport Health Network
Kim Sundberg	Physical Therapist/Freeport Health Network
Dr. Paul Theisen	Chiropractor/Chiro-Works
Teri Williams	Physical Therapist/Freeport Health Network
Connie Williams	Massage Therapist
Patty Young	Ortho Assistant/Dr Walker

Technology

Jim Krueger		Plant Manager/Honeywell	Honeywell	------------	Steve Bonnet, George Bahn,
Jim Leehan		Tool & Die/Honeywell	Honeywell	------------	Dave Riley, Tony Picha,
Kirk Chezem		Tool & Die/Honeywell	Honeywell	------------	Keith Shueman/Metal Rmvl
Kim Rowe	-----	Computer Science/Honeywell Micro Switch Div.		-----	Albert Drabowicz
Bridget Coughlin	-----	Computer Control/Honeywell Micro Switch Div.		-----	Dave Graves
Paul Seeber	-----	Computer Control/Honeywell Micro Switch Div.		-----	Todd Slama
Larry Jogerst		Sauer-Sunstrand			
Ed Tagland		Brick Layer/US Dept. Of Labor & Bureau of Appr Trng			
Joe Duncan		Carpenters JATC			
Ray Knutson		Rockford Plumbers JATC			Roger Allen/Operating Eng
Gary Von Behem		Painters Glaziers JATC			Winter Construction
Kevin Johnson		Roofing Systems			Morse Electric
Rick Wenger		Northwest Illinois and Eastern Iowa Dist. Council of Carpenters JATC			
Jeff Robertson		Robertson Automotive& Autobody			
Tom Bergstrom	-----	HCC Autobody	HCC Auto Mechanics	-----	Robert Wendt
Tom Witt		HCC Director of MIS			

Social Services

Preston Van Loon	Family Life Center
Leah Timberlake	Highland College
Kevin Newton	Illinois State Police
Tracy Fleck	Family Life Center
Cathie Schmerse	Highland College
Mary Tessendorf	Freeport Fire Department

BEYA Year II Students

BJ Chamberlain
Ryan Afflerbaugh
Julia DeHaven
Jessica Miller
Adam Aten
Alicia Houck
Mary Kaufman

ETYA Year II Students

Tony Ceroni
Chris Smith

HOYA Year II Students

Kate Benning
Dennis Buskohl
Stephanie Brunson
Karri Griffin
Nicole Holloway
Maria Rhyne CNA
Jessica Schmitt CNA
Laurie Sweet
Amanda Symons CNA
Lisa Thomas
Ellen Yarzak CNA

CTYA Year II Students

Nick Baker
Chris Deininger
Steve Loppnow
Brad Wheelock

Lisa Buechele/COTA
Lori Jackso/ Nurse Prac
Michele Marino/Psych
Kelli Purcell/COTA
Kimberly Sardegna/OT
Meg Stover/ RN

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FY2000
Sophomore
Career Fair

November 16 & 17, 1999

Building H
Highland Community College

Business

Tammy Haight
Dave Barger
Lori Weinrich
Steve McWhirter

Health Occupations

Beth Schubert
Jennifer Kanosky
Gary Wheeler
Alice Nied

Technology

Elizabeth Hazzard
Mark Connely
Eric Dietmeier
Fred Klipp
Karl Richards
Steve Gellings
Scott Anderson

Social Services

Pat Willging
Rachel Block
Marcia Smith
Cassi Clark

Samples

Date

Name
Company
Street
City, State, Zip

Dear "Name"

It is always a positive for children when they receive adult attention. The students really enjoyed you sharing your career experiences with them. Connections with academics and the world of work become more meaningful when the students realize what is necessary for a career.

Thank you for taking time from your busy schedule to help us provide our students with "real world" experiences.

Sincerely

Certifcate of Appreciation

Awarded to

____

For providing the students of

____

with career awareness that links school and academics to the world of work.

____
Principal/Instructor

194
____
Date

CAREERTEC 195
CREATING FUTURES

Career Forum

COMING ATTRACTION!

K-8 Career Forum

"Resources"

"Ideas" **" Prizes"**

Mark your calendar NOW!!

October 30, 1999
9:00 a.m.- 11:45 a.m.
Highland College Campus

For further information contact your principal
or the *CareerTEC* office at (815)232-0709

Sponsored by:
Regional Office of Education
Education to Careers
Highland Tech Prep
Eagle Ridge VDS
CareerTEC

Instructor letter

March 30, 1999

FIELD(title) FIELD(first) FIELD(last)
FIELD(address)
FIELD(city)

Dear FIELD(first)

There never seems to be enough time to develop new ideas and review all the materials available. Would you like a faster, easier way to integrate career awareness into your current elementary programs and curricula? Come join your colleagues to see what is being used in classrooms in our area schools. What better way to get an overview of career materials and curriculum, then to talk to peers that are using it?

On Saturday, May 1, 1999, at Highland Community College, Bldg H, K-8 teachers from our ROE region are invited to view and showcase curriculum, materials and products that are currently being used to integrate career awareness in elementary classrooms. Attendees will view first hand a variety of successful programs and materials. In addition, Internet access and a resource person will be available to explore Internet resources for classroom use.

A $100 stipend will be paid to presenters and preregistered attendees will receive $50. Please consider being a presenter and bringing your *"Bright Ideas to Share"*. I know a lot of you are doing really "neat things". Throughout the morning there will be monetary door prizes drawn ($100-$250) for purchase of career awareness materials and resources. A free continental breakfast will also be available.

This forum is jointly sponsored by the Regional Office of Education for Carroll, Jo Daviess and Stephenson Counties and Northwest Illinois Education to Careers and Highland Area Tech Prep at Highland Community College, Bldg H, from 9:00 a.m. till Noon.

If you would like additional information please call (815)232-0709.

Sincerely

Joyce McCready Co-Facilitator	Karen Johnson Co-Facilitator	Ruth Auer Coordinator

enc:

Principal/administration letter

April 1, 1999

FIELD(title) FIELD(first) FIELD(last)
FIELD(address)
FIELD(citystatezip)

Dear FIELD(first)

There never seems to be enough time to develop new ideas and review all the materials available. Would you like a faster, easier way to integrate career awareness into your current elementary programs and curricula? Come join your colleagues to see what is being used in classrooms in our area schools. What better way to get an overview of career materials and curriculum, then to talk to peers that are using it?

On Saturday, May 1, 1999, at Highland Community College, Bldg H, K-8 teachers from our ROE region are invited to view and showcase curriculum, materials and products that are currently being used to integrate career awareness in elementary classrooms. Attendees will view first hand a variety of successful programs and materials. In addition, Internet access and a resource person will be available to explore Internet resources for classroom use.

Would you please identify and recruit teachers to share their *"Bright Ideas with Friends"* as presenters at this forum? There are so many good things already happening in our area schools and "some really neat stuff". Representation from every district is our goal. Enclosed is a presenters application. Please encourage participation.

A $100 stipend will be paid to presenters and preregistered attendees will receive $50. Throughout the morning there will be monetary door prizes drawn ($100-$250) for purchase of career awareness materials and resources. A free continental breakfast will also be available.

A poster is enclosed to display in a central location, i.e. teachers lounge. Please encourage your teachers to attend. The enclosed flyers and informational letter will also be mailed to each of your instructors providing full details.

This forum is jointly sponsored by the Regional Office of Education for Carroll, Jo Daviess and Stephenson Counties and Northwest Illinois Education to Careers and Highland Area Tech Prep at Highland Community College, Bldg H, from 9:00 a.m. till Noon.

If you would like additional information please call (815)232-0709.

Sincerely

Joyce McCready
Co-Facilitator

Karen Johnson
Co-Facilitator

Ruth Auer
Coordinator

enc:

CAREERTEC
CREATING FUTURES
Career and Technical Education Consortium

"Partnering to prepare students for tomorrow's careers"

K-8 Career Forum

Our intent for the career forum was to provide teachers access to programs for education to careers locally. We wanted to give them the opportunity to see first hand programs that were established and working with other colleagues. What a better way to get an overview of materials than from ones peers. We asked for those who have already established career curriculums to share with others and provide a local source of support for them. In working with our groups, Regional office of Education, Highland College Tech Prep, Eagle Ridge Vocational, Education to Careers and our staff we developed the forum. The stipends and door prizes are a great to encourage their participation. We drew names every ½ hour for ($100), a grand prize of ($250) at the end of the day and ($250) from those who filled out the evaluation forms. This could be spent for any type of career education materials no strings. ~~I believe~~ this was a great calling card. Food of some kind is also a good draw. Plan to keep it informal and inviting and publicize the event far enough ahead of time so colleagues can get it on their calendar.

Establishing the first career forum was a challenge. Listed below are some of the sequences of what we did. Our time frame was limited (45 days) so we really had to hustle.

1. Combined resources with several agencies for funding so we had some idea of what we had to work with
2. Had a brainstorming session on how to present working programs
    What did we want to cover?
    Who will participate?
    Picked a date
    A central theme
    Developed a budget
    How do we get teachers to give up a Saturday morning to attend?
    (By having this on Saturday we did not have to find & pay substitutes for those attending)
3. Picked a central location large enough to handle the program
4. Contacted vendors and invited them to participate
5. Established a data base of all K-8 teachers and principals in our region
6. Mailed information to each individually
7. Did follow-up phone calls to find presenters
8. Offered stipends to presenters ($100.00) and to attendees ($50.00 who preregistered)
9. Provided refreshments (continental style breakfast)
10. Offered door prizes (money) for those attending to be spent on careers materials (They needed to be present for the ½ hour drawings)
11. Offered prize money for filling out the evaluation forms. (These were passed out when they came in and filled out before they left to be eligible for the drawing.) This was a good source of information for the continuation of the Forum

501 East South Street, P.O. Box 387, Freeport, Illinois 61032-0387 Phone - (815)232-0709 Fax - (815)235-8050
Dakota District 201 Freeport District 145 "CREATING FUTURES" Pearl City District 200 Pecatonica District 321

12. Personal contact really helps to motivate
13. Presented it in a way that teachers could incorporate the information given into their classes without a lot of hassle. Already tested curriculum and the opportunity to discuss it with the person who has used it.
14. Set up the room so it is user friendly
15. The time frame was open so that those attending could come early and stay as long as they wanted.(We were pleasantly surprised that those who came at 9:00 stayed for most of the 2 ½ hours.)

This year we will try mini breakout sessions of 15 to 20 minutes directed at a specific grade level. We have the space available to run 2 sessions each half-hour. Our programs this year will list when these will take place so those participating can arrange their morning. Try to keep attendees within an area (all on one floor and in one very large room if possible).

May 1, 1999 Career Awareness Forum Evaluation Results

(57 attendees---18 presenters)

Attendees & presenters	**Attendees**		**Presenters**	
(1)Reason for attending				
To improve curriculum	37		11	
To observe working programs	39		9	
To enhance students awareness	27		8	
To network with others	17		7	
Looking for materials	40		8	
Opportunity to get resources	39		10	
Received stipend	39		10	
(2) What would you like more of next year?	Presenters	Vendors	Presenters	Vendors
	40	14	7	4
(3) Was the forum beneficial	Yes--54	No	Yes--17	No
(4) Was the location suitable	Yes--53	No	Yes--17	No
(5) Would you attend if offered again	Yes--53	No--1 (if it's expand)	Yes--17	No
(6) Did you find something you can use	Yes--53	No	Yes--17	No
(7) What time of year best	Fall--21 Winter--10	Spring--23 Any time--2	Fall--8 Winter--2	Spring--11 Any time--1
Presenters.				
(8)Did you have enough space			Yes--13	No--1
(9)Did you have everything necessary for presentation			Yes--14	No
(10) Did you have opportunity to view other displays			Yes--12	No--1
(11)Would you be willing to present again			Yes--14	No

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Presenters Additional comments

What I liked best about today
(3)Great idea
(4)Well organized
Tote bags nice
Professional

What would you change:
Hold in fall
Nothing
(2)better way to display (hang) materials
Time for presenters to view before attendees arrive
More information on set-up/format so presenters are better prepared (round table great)
Include school districts names on presenter signs

Suggestions for improvements **(Attendees)**

Keep building
(4)More KDG-4 materials
Notify earlier of date
Some special ed materials
Not have to be present to win drawings
(2)More ideas from teachers who have designed their own projects
Would be interested in short presentations in another room

(2)Map of room layout with booths
Set-up room by grade levels
(2)More
(10)More presenters and handouts
Add keynote speaker K-8

(Presenters)
Hold in fall so teachers can use the information right away

What I like best about today **(Attendees)**

(4)Sharing with other
(5)One-on-one talking with presenters
(4)Very well organized
(4)Great show
Without time limit
Winning a prize
Hands on materials
(3)Tote bags
(2)New ideas nice informal style
(4)Relaxed atmosphere
New easy ideas
The drawings for resource money
Professional

(2)Raised awareness of possibilities for careers integration into curriculum
Seeing what works
(2)Opportunity to find out about the "Real Game "
(6)Unstructured time (go from one booth to next
(4)Handouts and time to sit and browse
Enjoyed learning about the "Reality Store" awesome
(3)Variety of vendors/presenters
(2)Talking with those in the trenches
Lots of hands on materials and ideas to look at
Very informational
The number of teachers excited about education
(2)Viewing things that could be used at more than one level
The Cress videos, Bridges, the River Ridge

Given an idea on how to plan a complete unit
As a new teacher it was great networking with others
Very knowledgeable and friendly presenters
Excited about talking with Jr High and 5th grade teachers about materials available
(2)Talking in depth with presenters who have experience in adapting to my grade level
(3)Viewing systems that actually are working(local teachers with local ideas)
A recharging experience, received new ideas
(2)Liked talking with presenters and seeing samples

(Presenters)
(6)Networking/sharing with others
(2)Practical ideas
(2)Handouts
Informal personal contact
Sharing & networking
Format (relaxed)
(2)Everyone happy and talkative
Teachers as presenters

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CAREERTEC
CREATING FUTURES
Career and Technical Education Consortium

"Partnering to prepare students for tomorrow's careers"

MEMO

DATE: December 2, 1999

TO: Career Awareness Forum Committee Members

FROM: Coordinators— Pat, Ruth & Joyce

SUBJECT: Ending reports

I am enclosing copies of the final reports for the forum. After expenses, we had about $1300 left, so we drew names for additional $100 prizes. You will see on the enclosed form who they went to. The evaluation was very positive, especially the break out sessions. I have sent thank you notes to all the attendees, presenters, vendors and all the school districts.

All the winners that were drawn at the forum have submitted their requests and they are being processed. The additional winners are to submit their requests by December 16.

I have had some contact with new vendors who would like to participate, if we decide to do it. After talking with Tom Purple, we reserved the last Saturday in September for next year. We felt the earlier in the year the better for instructors. If you have any questions about any of the reports please feel free to call me.

Thank you for all your support. The teachers have really benefitted from this type of forum. The majority of them spent the whole morning.

enc.

501 East South Street, P.O. Box 387, Freeport, Illinois 61032-0387 Phone - (815)232-0709 Fax - (815)235-8050
Dakota District 201 Freeport District 145 "CREATING FUTURES" Pearl City District 200 Pecatonica District 321

October 30,1999 Career Forum Survey Results

5 attendees (77- pre-registered) (15-presenters) (9- break-out sessions) (5 vendors) total- 110 attended in all

Presenters:	
1. Reason for attending:	
To observe working programs	5
To enhance my students career awareness	6
To network with others about careers	8
Looking for materials to help me provide career awareness	8
To improve my curriculum	7
Received stipend	8
2. Was the forum beneficial?	10
3. Was the location suitable?	11
4. Did you find something you could use in your classroom?	10
5. What would you like more of next year? Vendors Presenters	V-6 P-4
6. Did you attend any of the breakout sessions?	3 Yes 7 No
7. Would you attend next year?	11 Yes

Suggestions for improvement and comments:

It was my first experience as a presenter. Was a great forum & fun
Hold it the last week in September. Possibly start at 9:30 for those who have to travel.
Good Job
Upper grades presenters

Attendees:	
1. Reason for attending:	
To observe working programs	51
To enhance my students career awareness	51
To network with others about careers	27
Looking for materials to help me provide career awareness	43
To improve my curriculum	50
Received stipend	49
2. Was the forum beneficial?	74 Yes
3. Was the location suitable?	72 Yes
4. Did you find something you could use in your classroom?	68 Yes
5. What would you like more of next year? Vendors Presenters	V-32 P- 35
6. Did you attend any of the breakout sessions?	Yes 53 No 17
7. Would you attend next year?	71 Yes

Suggestions for improvement and comments:

5 minute time between each breakout session
I was here last spring and have enjoyed your additions. The breakout sessions were great!
More sessions running simultaneously for different grade levels so there is more to chose from.
A brief description of sessions in the program would be helpful
I love to see what other teachers are using in the classroom such as center activities. teacher books and manipulators.
More presenters for upper grades (7 and up)
More materials for middle school students
More middle school and high school presenters
The stipend were the first reason I came but the drawing and the prizes encouraged my length of stay which in turn drew me to more of the exhibits and wonderful visits with colleagues.
More Junior High presenters
More vendors with learning styles "tools"
Freebies from vendors
Learning styles presenters were terrific
This was wonderful
No suggestions for improvements it was wonderful
Materials and presenters at high levels 7-12
More presenters
Upper levels beyond elementary
Thanks for the great day.
I would like to see what someone did to start a career day or something like that.

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Fill out the questionnaire and drop in the box at the sign in table before you leave. You will be eligible for a $250.00 prize for Career Awareness materials of your choice. (*Need not be present to win*)

1. Reason for attending: (check all that apply)
   - ☐ To observe working programs
   - ☐ To enhance my students career awareness
   - ☐ To network with others about careers
   - ☐ Looking for materials to help me provide career awareness
   - ☐ To improve my curriculum
   - ☐ Received stipend
2. Was the forum beneficial:
   ☐ Yes ☐ No
3. Was the location suitable?
   ☐ Yes ☐ No
4. Did you find something you could use in your classroom?
   ☐ Yes ☐ No
5. What would you like more of next year? (Circle one)
   Vendors Presenters
6. Did you attend any of the break-out sessions?
   ☐ Yes ☐ No
7. Would you attend next year?
   ☐ Yes ☐ No
8. Suggestions for improvment

____

____

____

Name ______________________________

Address ______________________________

School ____________________ Grade __________

Career Awareness Forum

Saturday October 30, 1999
Highland Community College Building H
9:00 a.m. - 12:00 p.m

Harvest new ideas from colleagues and vendors on Career Awareness for all ages.

Sponsored by:
Regional Office of Education
Highland Area Education to Careers
Highland Area Tech Prep
JoDaviess-Carroll Area Vocational Center
CareerTEC
Eagle Ridge Vocational Delivery System

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Presenters

Susan Youngblut Kindergarten-Jones Farrar ELC	Coin Climb
Pam Phelps Fourth Grade Apple River Grade School	Green Country/The Environment
Kim Earlenbaugh Fifth Grade Carl Sandburg	Millenium Mall
Madonna Brown Second Grade Elizabeth Elementary	
Rhonda Ransom Art Elizabeth Schools	
Carol Elliott Fourth Grade Empire School	Styles
Antonina Ginger & Dianne Madden First Grade Empire School	Primary Style
Ray Baniff Counselor Scales Mound	Transition
Carolyn Schramm Carl Sandburg Middle School	Bridges
Juliet Asche Jones Farrar Early Learning Center	Second Step

Breakout Sessions

9:25-9:45

Name	Title
Kim Earlenbaugh	Millenium Mall

Room 209

9:35-9:55

Dianne Madden — Primary Style

Room 208

10:00-11:00

Valarie Stabenow — Learning Styles

Counselor/Teacher/Technology Administrator

Room 210

This will be a full hour session to provide in depth information and hands on learning of the variety of learning styles and how to address the diversity.

11:00-11:25

Room 209

Juliet Asche & Sally Ritterbusch — Second Step

Dan Harms Instructor JoDaviess -Carroll Area Vocational Center

Room 206

Dan will be in there the entire time to demonstrate and answer questions on the internet program Discovery that is being provided to each school by Education to Careers. If you have not seen the program this would be a great opportunity. Each school in the Highland ETC district has been furnished a computer with the program installed.

The Cress Company	(Eric Cress)	545 South Main	Elburn, IL 60119
Teachers Tool Box		9 East Main	Freeport, IL 61032
Ferguson Publishing	(Dori Duncan)		
Career Development System	(Steve Yaun)		Madison WI

Materials for Previewing

Quad City/Tri County (K-12 Developed Curriculum) American Guidance

Career Awareness Forum
Participants Evaluation

The purpose of this questionnaire is to collect information and reactions from individuals on the content of the Forum for future development. The information provided will provide the committee with suggestions and improvements for future forums/fairs.

Directions:

- Please respond to the questions inside
- By completing the evaluation you qualify for a prize drawing at the end of the day
- After completing the form leave it on the sign-in table.
- Winner need not be present. You will be notified at your home school

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THANK YOU!

1. Reason for attending: (check all that apply)

- ☐ To improve my curriculum.
- ☐ To observe working programs
- ☐ To enhance my students career awareness
- ☐ To network with others about careers
- ☐ Looking for materials to help me provide career awareness at my grade level
- ☐ Opportunity to get resources
- ☐ Received stipend

2. What would you like more of next year? (Circle one)

Vendors Presenters from area

3. Was the forum beneficial?

☐ yes ☐ no

4. Was the location suitable?

☐ yes ☐ no

5. Would you attend next year if offered?

☐ yes ☐ no

6. Did you find something you can use in your classroom?

☐ yes ☐ no

7. What time of the year would be best?

☐ Fall ☐ Winter ☐ Spring

What I liked best about today

____

____

____

____

Suggestion for improvement

____

____

____

Would you be willing to serve on the planning committee to develop a K-12 Sequenced Career Education?

☐ yes ☐ no ☐ Maybe

Name:____________________

School____________________

Grade Level____________________

Please drop in appropriate box at the sign in table before you leave.

Career and Technical Education Consortium
501 East South Street P.O. Box 387
Freeport, Illinois 61032
Karen Johnson, System Director Pat Willging, Career Awareness Coordinator

Northwest Illinois Education to Careers
2998 W. Pearl City Road
Freeport, IL 61032
Thomas Purple, NWIL ETC Director

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Chairperson

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State Superintendent

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Printed by the Authority of the State of Illinois
October 1998 2M Project No. 96-320008-08-080-7330-61

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